

2001

## Graduate Catalog, 2001-2002

Valparaiso University

Follow this and additional works at: <http://scholar.valpo.edu/gradcatalogs>

---

### Recommended Citation

Valparaiso University, "Graduate Catalog, 2001-2002" (2001). *Graduate Catalogs*. 29.  
<http://scholar.valpo.edu/gradcatalogs/29>

This Book is brought to you for free and open access by ValpoScholar. It has been accepted for inclusion in Graduate Catalogs by an authorized administrator of ValpoScholar. For more information, please contact a ValpoScholar staff member at [scholar@valpo.edu](mailto:scholar@valpo.edu).

2001-2002  
GRADUATE CATALOG

Editing Copy

# VALPARAISO

This community values  
respect for learning and  
truth, for human dignity,  
for freedom from ignorance  
and prejudice, and for a  
critically inquiring spirit.



VALPARAISO  
UNIVERSITY



# UNIVERSITY CALENDAR FOR 2001-2002

## **FALL SEMESTER 2001**

*August 28, Tuesday, 8:00 a.m.* Instruction begins.

*September 4, Tuesday, 5:00 p.m.* Deadline for late registration for fall semester.

*September 4, Tuesday, 5:00 p.m.* Deadline for adding regular courses.

*September 24, Monday.* Last day to file application of candidacy for the master's degrees to be conferred in December 2001.

*October 13, Saturday.* Homecoming day.

*October 18-19, Thursday-Friday.* Fall Break. No classes.

*October 31, Wednesday, 5:00 p.m.* Deadline for withdrawing from regular courses with grade of W.

*October 27, Saturday.* Parents Day.

*November 16, Friday, 6:30 p.m.* Thanksgiving recess begins.

*November 26, Monday, 8:00 a.m.* Thanksgiving recess ends.

*December 14, Friday, 5:00 p.m.* Deadline to officially withdraw from the University for Fall Semester. Last day to file petitions to change registration.

*December 14, Friday, 10:00 p.m.* Instruction ends.

*December 15, Saturday.* Reading Day.

*December 16, Sunday.* December Commencement Ceremony.

*December 17, Monday, 8:00 a.m.* Final examinations begin.

*December 21, Friday, 5:30 p.m.* Final examinations end. Semester ends.

*December 24, Monday, Noon.* Deadline for reporting all grades.

## **SPRING SEMESTER 2002**

*January 9, Wednesday, 8:00 a.m.* Instruction begins.

*January 21, Monday.* Observation of Martin Luther King's Birthday.

*January 16, Wednesday, 5:00 p.m.* Deadline for late registration for Spring Semester.

*January 16, Wednesday, 5:00 p.m.* Deadline for adding regular courses.

*January 28, Monday.* Deadline for filing application for graduation in May 2002.

*March 1, Friday, 6:30 p.m.* Spring recess begins.

*March 18, Monday, 8:00 a.m.* Spring recess ends.

*March 26, Tuesday, 5:00 p.m.* Deadline for withdrawing from regular courses with grade of W.

*March 29, Good Friday.* No classes.

*May 7, Tuesday.* Deadline to officially withdraw from the University for Spring Semester.

*May 7, Tuesday, 10:00 p.m.* Instruction ends.

*May 8, Wednesday.* Reading Day.

*May 9, Thursday, 8:00 a.m.* Final examinations begin.

*May 14, Tuesday, 5:30 p.m.* Final examinations end. Semester ends.

*May 15, Wednesday, Noon.* Deadline for grades for all candidates for all degrees.

*May 17, Friday, 5:00 p.m.* Deadline for reporting all other grades.

*May 19, Sunday.* 128th Annual Commencement.

## **SUMMER I SESSION 2002**

Tuesday, May 21 - Friday June 28.

## **SUMMER II SESSION 2002**

Monday, July 1 - Friday, August 9.

# TABLE OF CONTENTS

|   | <b>Page</b>       |
|---|-------------------|
| Introduction .....  | 3                 |
| Facilities .....  | 7                 |
| Academic Programs .....   | 11                |
| Education Programs .....  | 12                |
| Initial Licensure (LEAPs) .....   | 12                |
| Initial Licensure (General) .....   | 14                |
| Master of Education .....   | 15                |
| Master of Science in Special Education .....  | 17                |
| Education Specialist, School Psychology .....   | 17                |
| Non-Degree Programs .....   | 19                |
| Licensing and Certification .....   | 19                |
| Liberal Studies Programs .....  | 21                |
| Master of Arts in Liberal Studies .....   | 21                |
| (English; Ethics, Values, and Society; History; Human<br>Behavior and Society; Theology programs; U.S. Culture) |                   |
| Music Program .....   | 27                |
| Master of Music .....   | 27                |
| Nursing Program .....   | 28                |
| Master of Science in Nursing .....  | 28                |
| Post-Master's Nurse Practitioner Program .....  | 29                |
| Psychology Programs .....   | 31                |
| Master of Arts, Counseling .....  | 31                |
| Master of Arts, Clinical Mental Health Counseling .....   | 32                |
| Joint Law (JD) and Psychology (MA) programs .....   | 33                |
| Application and Admission .....   | 36                |
| Academic Policies .....   | 38                |
| Student Policies and Procedures .....   | 43                |
| Financial Policies .....  | 48                |
| Course Offerings .....  | 52                |
| Administration .....  | 76                |
| Faculty .....   | 77                |
| Index .....   | 78                |
| Campus Map .....  | Inside Back Cover |

## **ANNOUNCEMENTS FOR 2001-2002 SESSIONS VALPARAISO UNIVERSITY GRADUATE BULLETIN**

Valparaiso, IN 46383-9978

**Valparaiso University Information Operator**  
219.464.5000

### **Graduate Division**

Phone: 219.464.5313      Toll Free: 888.GO.VALPO

fax • 219.464.5381      e-mail • [Graduate.Studies@valpo.edu](mailto:Graduate.Studies@valpo.edu)  
website • <http://www.valpo.edu/gce>



---

# VALPARAISO UNIVERSITY

|                                 |   |
|---------------------------------|---|
| <b>Location</b>                 | Valparaiso, Indiana—Population 27,500<br>45 Miles Southeast of Chicago;<br>15 Miles South of Lake Michigan  |
| <b>Campus Size</b>              | 310 Acres, 70 Buildings   |
| <b>Control</b>                  | Independent   |
| <b>Religious Affiliation</b>    | Lutheran  |
| <b>Major Academic Divisions</b> | College of Arts and Sciences<br>College of Business Administration<br>College of Engineering<br>College of Nursing<br>Christ College (Honors)<br>Graduate Division<br>School of Law |

**The Graduate Catalog of Valparaiso University** describes the graduate programs of the University and provides information to guide students in the successful achievement of their academic goals. Nevertheless, the material is for information only and does not represent a contract between the student and the University. Students themselves are ultimately responsible for completion of the requirements for the degree as well as for the value received from University programs.

In years when the Graduate Catalog is not published an Announcement Bulletin gives information on important changes in courses, programs, policies, calendar, and staff. The University reserves the right to discontinue an academic program if it is deemed no longer central to the University's mission.

**Mission Statement.** Valparaiso University, a private institution of higher learning distinguished by its Lutheran heritage of scholarship, freedom, and faith, provides strong programs of liberal and professional studies well-grounded in the arts and sciences by a faculty dedicated to challenging teaching and care for the individual in a residential setting where its students can develop as whole persons, motivated and prepared to serve both church and society.

**Nondiscrimination policy.** It is the policy of Valparaiso University to prohibit unlawful discrimination on the basis of gender, color, age, veteran status or national origin in its educational programs, admission policies, employment policies, financial aid or other school-administered programs and policies.

---

# GRADUATE DIVISION



Chapel of the Resurrection

**David L. Rowland, Ph.D., Dean**

## Introduction

In offering graduate programs, the University seeks to fulfill an objective set by The Lutheran University Association when it acquired the campus in 1925: to make Valparaiso University a Christian center of advanced study. The University desires through these programs to broaden its educational service to its national constituency and to the regional community as a whole. There are elements of uniqueness in these programs, both in breadth and depth, which make them unusual in American higher education.

The program of graduate studies was initiated by Valparaiso University in the summer of 1963. Since then it has continued to offer courses in the summer, as well as late afternoon and evening courses throughout the academic year, as a means of meeting the varying educational needs and objectives of persons within the professional community.

Graduate programs are under the general supervision of the Provost and the Faculty of the University. The policies of the Graduate Division are determined by the Graduate Council. Graduate programs and regulations are defined by the Graduate Council and are administered by the Dean of the Graduate Division.



## A Distinctive Institution

All American colleges and universities bear a family resemblance to one another as they come from a common set of ancestors in Europe and colonial America. Within that larger family, Valparaiso University belongs to a small and distinctive group. It is neither a large research university nor a small liberal arts college. At the same time that it promotes a basic liberal arts curriculum, it features strong colleges of Engineering, Nursing and Business Administration, a professional direction lacking in the conventional liberal arts college. Conversely, the University is not a cluster of professional colleges which merely pays lip service to the liberal arts. Education in the liberal arts is the foundation of every academic program, and the College of Arts and Sciences, the largest unit in the University, carries on many vital programs of its own.

This combination of liberal and professional studies characterizes graduate education at Valparaiso University. Programs in the Graduate Division emphasize an understanding of culture and values, yet are designed to prepare individuals for leadership roles in society and/or their profession. Optimal learning is achieved through small class sizes and strong individual guidance.

## The Setting of the University

The spacious campus of 310 acres contains more than seventy academic and residential buildings, many of them built within the past three decades. The campus is located in the city of Valparaiso, attractively situated in a semi-rural setting at the edge of the busy industrial district of Northwest Indiana. Fifteen miles to the north, on the shore of Lake Michigan, are the Indiana Dunes. The city of Chicago with its vast cultural resources, an hour's drive from the campus, can be reached easily by train or car. The University often charts buses so that students and faculty can take advantage of the theatres, museums and other educational benefits of this great city. Many programs of the University use the region—rich in natural, urban and industrial opportunities—for field trips and investigative activities.

## An Unusual History

In its 142-year history, the University has passed through three distinct phases. Begun by Methodists in 1859 as an institution pioneering in coeducation, the Valparaiso Male and Female College was forced by the reverses of the Civil War to close its doors in 1871. It was revived in 1873 by an enterprising educator, Henry Baker Brown, as the Northern Indiana Normal School. "Mr. Brown's School," a flourishing private, proprietary institution, was renamed Valparaiso College in 1900 and rechartered as Valparaiso University in 1907. During the next twenty years, it won national recognition as a low-cost, no-frills institution of higher learning which served thousands of students who might not otherwise have been able to afford a good education. Many alumni from this period achieved distinction in their fields as governors, legislators, scientists, business leaders and other professionals. However, after World War I the University went into decline and bankruptcy; then, in 1925, The Lutheran University Association purchased it, beginning the modern phase of the University's history. The Association, an Indiana Corporation composed of men and women affiliated largely with The Lutheran Church-Missouri Synod, is an independent organization actively promoting higher education in the Christian context.



## Profile of Students and Faculty

The heart of an academic institution is its students and faculty. Valparaiso University's student body is drawn from many regions of the nation, as well as from a number of foreign countries. Of the 3600 students at Valparaiso University, nearly 20 percent are graduate and law students. Although most graduate students are drawn from the Great Lakes region, they are highly diverse in their interests, experiences, and goals.

A rich diversity also characterizes the University faculty (about 250 full-time and 100 part-time professors), but they share important skills and attitudes as well. Educated at leading research universities, they are competent in their fields. They care about students, an attitude made visible by the frequent individual consultations they invite. Above all, they enjoy teaching and believe that their work enriches not only their students' but their own lives. At Valparaiso University there are no teaching assistants; senior faculty members and newcomers alike can be found teaching introductory and advanced courses. The University embodies in its faculty an ideal of the teacher-scholar, one who recognizes that teaching is based on continuing scholarship. Many members of the faculty have achieved significant reputations in their particular fields and are pursuing, with marked success, grants from government and private foundations to promote research and improve instruction. In addition to *The Cresset*, a monthly review of literature, the arts and public affairs, published by the University, faculty edit from the campus several other national learned journals.

University governance, too, reflects campus-wide involvement. Through the Graduate Student Advisory Council, composed of graduate students, administrators, and staff, students share in the development of Graduate Division policy, including academic programs. Final responsibility for all academic programs, especially those which require certification, is vested in the faculty.

The modest size of the University and most importantly the strong personal commitment of the faculty enhance its teaching effectiveness. In a school like this, with its small classes and the immediate relationships they foster between faculty and students, educational life is more vital and more intense than would be at many larger research institutions. Valparaiso University consciously fosters this tradition in the selection of both its students and its faculty and in the development of its educational programs.

## Honor System

The student-initiated Honor System has a long history at Valparaiso University and is a distinguishing characteristic of the institution. It is in every way consistent with the highest principles of Christian ethics and morality. In sanctioning the Honor System, the University presumes that students are able and willing to accept the rights and responsibilities of honorable conduct both as a matter of personal integrity and as a commitment to the values to which the University community commits itself.

## Honor Code

Students' commitment to the Honor System is expressed by their writing and signing the Honor Code on all academic work submitted for evaluation. "I have neither given or received nor have I tolerated others' use of unauthorized aid." Refer to the section on Academic Policies for information about the administration of the Honor Code, page 43.



## Accreditation

Valparaiso University is accredited by the North Central Association of Colleges and Schools for the offering of bachelor's and master's degrees. The graduate programs for the preparation of teachers are approved by the Indiana State Department of Public Instruction. The Master of Education, Master of Science in Special Education, and Education Specialist degrees are accredited by The National Council for Accreditation of Teacher Education. The Master of Music program is accredited by The National Association of Schools of Music. The Master of Science in Nursing is accredited by The Commission on Collegiate Nursing Education and the Indiana State Board for Nurses' Registration and Nursing Education.

**Accredited—The Higher Learning Commission; Member—North Central**

**Association** (All Programs), 30 North LaSalle Street, Suite 2400, Chicago, IL, 60602-2504; Tel: 312-263-0456; [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org)

**The American Chemical Society**, 1155 Sixteenth St. NW, Washington, DC, 20036; Tel: 202-872-4600

**National Council for Accreditation of Teacher Education**, 2010 Massachusetts Ave. NW, Suite 500, Washington, DC, 20035-1023; Tel: 202-466-7496

**Indiana State Department of Education—Indiana Professional Standards Board**, 251 East Ohio Street, Suite 201, Indianapolis, IN, 46204-2798; Tel: 317-232-9010

**National Association of Schools of Music**, 11250 Roger Bacon Drive, Suite 21, Reston, VA, 20190; Tel: 703-437-0700

**The Council on Social Work Education**, 1600 Duke Street, Suite 300, Alexandria, VA, 22314-3421; Tel: 703-683-8080

**AACSB—The International Association of Management Education**, 600 Emerson Road, Suite 300, St. Louis, MO, 63141-6762; Tel: 314-872-8481.

**The Accreditation Board for Engineering and Technology**, 345 East 47th Street, New York, NY, 10017-2397; Tel: 212-705-7685

**State of Indiana Health Professionals Bureau—Indiana State Board of Nursing**, 402 W. Washington St., Room 041, Indianapolis, IN, 46204; Tel: 317-232-2960

**State of Indiana Health Professionals Bureau—Mental Health Counselor Board**, 402 W. Washington St., Indianapolis, IN 46204; Tel: 317-232-2960

**Commission on Collegiate Nursing Education**, One DuPont Circle, NW, Suite 530, Washington, DC; Tel: 202-887-6791

**The Association of American Law Schools**, 1201 Connecticut Ave. NW, Suite 800, Washington, DC, 20036-2605; Tel: 202-296-8851; [aals@aals.org](mailto:aals@aals.org)

**The American Bar Association**, 750 N. Lake Shore Drive, Chicago, IL, 60611; Tel: 312-988-5000; [info@abanet.org](mailto:info@abanet.org)

### Major Affiliations

The American Association of Colleges of Nursing

The American Council on Education

The American Counseling Association

The American School of Classical Studies at Athens

The American Schools of Oriental Research

The American Society for Engineering Education

The Associated New American Colleges

The Association of American Colleges and Universities

The Association of Graduate Liberal Studies Programs

The Center for Research Libraries

The Council for Accreditation of Counseling and Related Educational Programs

The Council of Applied Masters Programs in Psychology

The International Association for Management Education

The Lutheran Education Association of North America



# General Facilities

## UNIVERSITY LIBRARY FACILITIES

Moellering Library has an important place in student academic achievement. Being information literate means that students know how to identify, locate, and evaluate information in today's complex environment of electronic, print, video, and audio media. Using Moellering Library helps students reach a level of independence in finding resources and in understanding the mechanics of information, such as using computers for retrieval and being able to read, interpret, and write citations. They learn information seeking skills, including how to articulate their research needs. Most important, students learn how to evaluate information, find different viewpoints, and recognize the biases of any author. The library gives customized assistance to enable each student to research any question and fulfill any information need. It also provides instruction in information literacy within courses offered by each academic college.

Moellering Library plays an important role in scholarly communication by organizing print and electronic information for easy retrieval. The library maintains an on-line public catalog of its holdings called Galileo that is searchable in a number of ways, including key word. Galileo is accessible on VU's Academic Data Network from the residence halls, computer labs, offices, or in the library itself. Galileo is also a link on the Moellering Library Home Page <<http://www.valpo.edu/library>>. The holdings which Galileo indexes include books, periodicals, government publications, videos, audiocassettes, and musical compact discs. The library owns 424,000 volumes, adding approximately 9,000 new volumes each year. Students may view their circulation records electronically and renew books borrowed electronically via Galileo. Some periodicals and many government publications are acquired by the library in microformat. The library's collection of microforms includes nearly one million units.

The Moellering Library Home Page offers direct access to a rich menu of electronic databases, many with the full text of articles retrieved through topical searches, to provide ready access to scholarly information across

the academic disciplines. Students may send the text of articles retrieved to their e-mail boxes for later printing. When articles retrieved are found in one of the 2,600 periodicals subscribed to by the library, students may make photocopies on one of the four copy machines in the building. They may request an Interlibrary Loan of articles that are not held locally. An electronic interlibrary loan form is accessible on the Home Page to streamline this procedure. The average turnaround time for Interlibrary Loan requests is six working days, but some items are more difficult to locate and the request takes longer to fill. The library is a member of several consortia, including the Private Academic Library Network of Indiana and the Center for Research Libraries, to give scholars access to such materials.

Moellering Library was renovated during 1995-1997 to create an electronic classroom, group study rooms, a newspaper reading lounge, a video viewing room, and enlarge the Audio Library. Individual carrels and study tables are located throughout the building and a vending room is available for study breaks. The library has a variety of seating types to meet the study preferences of a diverse body of students. It has two computer clusters plus several individual workstations enabling access to the Home Page, MINE, Galileo, and other information resources. The electronic classrooms are available for booking by students, faculty, and staff whose proposed use is academic in nature, such as a scholarly presentation, group study tables, or a committee meeting.

The Law Library at Wesemann Hall holds a collection of 146,000 bound volumes and 749,500 microforms, with 3,258 current periodical subscriptions. LEXIS and WESTLAW subscriptions add to the rich information resources available for use by Valparaiso University students and scholars.

Moellering Library and the Law Library provide the resources and services that connect the University community to the information that each member needs. New services and resources are selected, acquired, and organized to support the mission of the University.



## **ELECTRONIC INFORMATION SERVICES**

Electronic Information Services coordinates and manages data networks and servers including Internet access; communication resources including electronic mail, voice mail, telephone service, video cable, and satellite reception resources; general-access computing facilities; and general-purpose software related to the academic and administrative functions of the University.

Virtually all of the University's computers, including those owned by students living in the residence halls, are or can be connected to the University network. This dynamic information environment provides support for excellent teaching and learning, quality research, effective decision-making, efficient administration, and open communication among the members of the University community.

### **Computer Network Access.**

Residence hall rooms, faculty and staff offices, all general purpose computer clusters, most classrooms and laboratories, and many special-purpose computer clusters are connected to the campus network. This network provides access to the Internet, electronic mail, USENet News, library resources, and a variety of software. For those living off campus or away on trips, most resources on the University network are accessible via limited dial-up facilities or through connections from other Internet domains.

### **Computer Access for Students.**

Each residence hall has a computer site open around the clock for residents. All residence hall rooms have a network connection for each resident, allowing those who bring their own computers to connect to the campus network (computers may not be able to access some resources if they are not Novell Yes Tested and Approved). Each hall is assigned a Technology Assistant who maintains the local site and assists students. The computer site in the Union is available 24 hours per day during the fall and spring semesters for all members of the University community. Three computer facilities in Schnabel Hall are open for general use except when booked for classes; specialized applications are available in sites dedicated to particular disciplines. Adaptive Technology workstations are available in several

locations for the visually or aurally impaired members of the University community. Moellering Library has a variety of electronic sources of information. With few exceptions, students may use these resources without direct charge.

**Features and Functions.** General applications supported include electronic mail, web browser, anti-virus, word processing, spreadsheets, databases, desktop publishing, statistics, and presentation graphics. Many departments have discipline-specific applications on the network or in departmental computing clusters.

**Assistance with Resources.** The EIS Help Desk is managed by professional staff and student consultants who will answer technology-related questions and route service requests to technical staff.

Free mini-courses in specific applications, web resources, e-mail, and basic computer skills are offered by EIS each term.

Students and faculty will find much useful information in the EIS Guide to Resources distributed each fall; in the EIS newsletter *Bits & Bytes*; and in the weekly e-mail newsletter, *EISNews*.

### **The Valparaiso University Network.**

UNIX servers handle electronic mail, web pages, USENet News, administrative data, and many other functions. Shared file space, some library functions, general productivity software, and software for over 135 discipline-specific applications are handled by four main Novell servers. Several other dedicated UNIX, Novell, and Windows NT servers handle specialized tasks.

The campus backbone network is fiber optic, currently running 100 Mbps FDDI. Intra-building networks are 10 Mbps Ethernet or switched Ethernet. Internet access is handled by multiple T1 connections through the Indiana Higher Education Telecommunication System.

**Planning.** An ongoing strategic planning process, involving students, faculty, and staff, helps to keep the University community apprised of new technological developments and ensure consideration of technological requests in the budgetary process.

## **BRAUER MUSEUM OF ART**

The principal gallery and the collections of approximately 1,600 works of art are located



in the Valparaiso University Center for the Arts. The core collection—the Sloan Collection of American Paintings—and a fund for its maintenance, expansion, and educational use were gifts to the University from Spencer and Percy H. Sloan in memory of their parents, Junius R. and Sara L. Spencer Sloan. Works from these collections are on continual display in the Center for the Arts and elsewhere on campus, making a significant contribution to cultural life. In addition, the Galleries maintain a schedule of visiting exhibitions and related programs representing various aspects of the world of art.

### **THE BOOK CENTER**

The Book Center, located next to the Athletics-Recreation Center, stocks all required textbooks. In addition, the Book Center sells a variety of supplies, tapes, CDs, posters, gift items, clothing, and all the necessary pencils, pens and paper. Evening hours are usually posted at the beginning of each semester.

Textbooks are available one to two weeks prior to the beginning of a term. Students who wish to purchase texts by phone (219.464.5421) and have them sent next day UPS may do so, provided they pay by credit card.

Textbooks are usually available both in new and used condition. Students who do not wish to keep textbooks after a course has been completed may resell books to the Book Center during the last week of the examination period. Specified buyback days and times are posted at that time.

### **THE VALPARAISO UNION**

The Valparaiso University Union is a gathering point and hub for many students and activities on campus. The Union has study spaces, social areas, dining services, and facilities that ensure time on campus is productive and enjoyable. Services include campus mailboxes for graduate students, copy and FAX machines, an ATM, local and national newspapers and lockers. A 24-hour study lounge with computer clusters is also available for graduate students' use.

### **THE CHAPEL OF THE RESURRECTION**

Valparaiso University is associated with the Lutheran Church, but it endeavors to assist in serving the religious and spiritual

needs of persons of all denominations. A 10:30 a.m. Eucharist service is conducted every Sunday and on most religious festival days. When the University is in session, there is also an 8:45 a.m. service. Weekday services are conducted at 11:15 a.m. when the University is in session. Each Wednesday evening a contemporary service is held at 10:00 p.m. in Gloria Christi Chapel (lower chapel). There is also a 10:00 p.m. candlelight service on Sundays when the University is in session. For more information call 219.464.5093.

### **THE ATHLETICS-RECREATION CENTER (ARC)**

The Athletics-Recreation Center is open to all VU students. The ARC offers racquetball and basketball courts, swimming, walk-run indoor track and tennis courts. To use these facilities, students are required to show a valid ID card which may be obtained and validated each semester in the Office of Graduate Studies.

### **MEAL PLAN AND DINING SERVICES**

Dining facilities are located on the lower level of the Valparaiso Union (Jester's) and in Wehrenberg, Brandt, and Lankenau residence halls. Each of these facilities is accessible to students who may either pay cash or use the prepaid meal plan. Those who wish to use the meal plan may purchase a minimum credit of \$100.00 per semester from Dining Services. Students then present their endorsed ID card to purchase food items at any campus dining halls.

### **PARKING**

All students who drive to campus must purchase a parking permit and have it properly displayed in their car. These permits are \$35 and are valid from Fall through the end of Summer Sessions. A parking permit may be obtained from the Campus Police Office located on Union Street across from the University Park Apartments. Some spaces are designated for various University clients, i.e., visitors, handicapped persons and faculty. Campus Police ticket illegally parked vehicles and those without proper parking permits. Parking in fire lanes or areas with red curbs carries a \$50 fine and possible towing (at owner's expense).



## **LIVING ACCOMMODATIONS**

Graduate students may reside in University residence halls during the regular academic semesters and during the summer sessions. Advanced application for University housing is required, particularly for accommodations during the regular academic year. Residence halls are within walking distance of all classrooms. Residence hall fees are published in the University Undergraduate Bulletin and the Summer Session Bulletin.

Students who live in University residences must conform to campus and hall regulations. In addition, they must purchase a minimum \$215.00 meal plan each semester.

The University does not provide facilities for married students, but private apartments are frequently available near the campus. Information on off-campus housing may be obtained by contacting the Office of Graduate Studies.

Students not residing in University residences may use University dining facilities and the cafeteria in the Valparaiso Union either by paying cash or by purchasing credit through their student ID card.

## **OTHER STUDENT SERVICES**

Full-time graduate students are eligible to use the University Health Service and medical insurance programs available to undergraduate students upon payment of a special premium, since graduate students do not pay the General Undergraduate Fee. Contact the Graduate Office for additional information.

## **STUDENTS WITH DISABILITIES**

Valparaiso University, through its Mission Statement, strives to maintain a supportive environment which will promote the learning and well-being of all students. The following information is provided to assist those students with disabilities who are seeking academic accommodations and support.

The student must have met all qualifications for admissions and be officially admitted to the University prior to seeking academic support services provided by the University.

Inquiries should be directed to the Dean of the Graduate School.

The University is committed to meeting its obligation to provide effective auxiliary aid and assistance to students who are disabled. The provision of auxiliary assistance is primarily the responsibility of the Department of Rehabilitation Services of the state in which the student maintains legal residence. If the request for assistance is denied by the local agency, Valparaiso University's provision of academic accommodations will be based upon a case by case analysis of an individual student's need and his/her eligibility under the ADA and Section 504 of The Rehabilitation Act of 1973 and its regulations.

In order to be considered for academic accommodations, the student:

1. May, but is not required to, apply to his/her local Department of Rehabilitation Services Office before attending Valparaiso University, or as soon as possible upon diagnosis of a disability, in order to allow time for funding to be allocated. Upon request, the University will assist in the application.
2. Should be admitted to the Graduate School.
3. Must submit a written diagnosis of the disability and its impact on learning from appropriate professional personnel.
3. Should notify the Dean of the Graduate School in writing before the first day of classes, or as soon as is reasonably possible upon diagnosis of a disability. Such notice is required to determine eligibility and to give the various academic and service areas a reasonable period of time to plan to meet the individual's special needs.

# Academic Programs

## Education

- Master of Education:
  - Initial Licensure
  - Teaching and Learning
  - Special Education
- Master of Science in Special Education:
  - Learning Disabilities
  - Mild Mentally Handicapped
  - Mild Disabilities
  - Emotionally Handicapped
- Master of Education/Education Specialist:
  - School Psychology
- Non-degree Programs:
  - Initial Certification
  - License Renewal/Enrichment
  - Adding a Minor or Endorsement

## Liberal Studies

- Master of Arts in Liberal Studies:
  - English
  - Ethics, Values, and Society
  - History
  - Human Behavior and Society
  - Theology
  - Theology and Ministry
  - U.S. Culture
  - Individualized

## Music

- Master of Music:
  - Church Music, Organ
  - Church Music, Choral

## Nursing

- Master of Science in Nursing:
  - Advanced Practice Nursing in:
    - Adult Health Nursing
    - Women's and Children's Health
  - Parish Nurse Option
  - Family Nurse Practitioner (Post-Masters)

## Psychology

- Master of Arts:
  - Counseling
  - Clinical Mental Health Counseling
  - Joint programs with Law (JD)





# Education Programs

## EDUCATION PROGRAMS

**Master of Education; Master of Science in Special Education; Master of Education/Education Specialist in School Psychology and Non-degree programs.**

The graduate education programs are designed to provide educators and other qualified persons the opportunity to increase, update, and/or deepen their knowledge of teaching and learning, to enhance their professional standing, and/or to prepare for positions that require additional or advanced preparation.

Master of Education degrees are offered with concentrations in Initial Licensure, Teaching and Learning, and Special Education (Mild Intervention Needs). The Special Education concentrations are specified at three developmental levels: early/middle childhood—elementary; early adolescence—middle school; and adolescent/young adult—secondary. Master of Science degrees in Special Education with the same concentrations are also offered. A combined Master of Education/Education Specialist degree in School Psychology, which includes courses in education and psychology, is also offered.

**Admission.** For admission to graduate degree programs in Education, students must meet the admission requirements established by the Graduate Division. In addition, the Department of Education requires:

1. Graduate Record Exam (GRE)—General Examination (Verbal and Quantitative) only—or Miller Analogies Test (MAT) scores.
2. Completed Supplemental Education Application.
3. A reflective essay relating graduate study to professional goals. This essay substitutes for the general essay noted under Admission for Degree-Seeking Students.

Students planning to enroll in graduate Education programs should consult with the Coordinator of Graduate Studies in Education regarding their programs.

## Initial Teaching Licensure Program - Lutheran Education Alliance with Parochial Schools (LEAPs)

This program provides talented young adults the opportunity to explore teaching as a lifelong vocation while serving as apprentice teachers in urban and rural parochial schools. This program has three components: academic and teacher education course work, living in community with other LEAPs teachers while serving the teaching needs of parochial schools, and continued exploration and growth in spirituality and faith in the context of service and developing vocation.

LEAPs is a two-year program that prepares persons holding baccalaureate degrees in areas other than education (e.g., math, biology) to teach in elementary and secondary parochial schools.

Teacher candidate placement is in Lutheran, Catholic, and occasionally other Christian schools in urban and rural communities in Northern Indiana and Illinois. The program includes:

1. Intensive graduate course work during the two-year period leading to qualification for initial Indiana certification as a teacher and a Master of Education degree from Valparaiso University
2. Full-time teaching experience for two years with living stipend and on-site mentoring by experienced parochial school educators
3. Community living experiences with other LEAPs teachers
4. Opportunity for spiritual growth through shared prayer and involvement in local church communities
5. Scholarships for tuition and for summer housing at Valparaiso University during the two-year program

Students in the program integrate graduate level course work with actual full-time teaching experiences. For each of the first two summers, candidates live and



study together at Valparaiso University. At the completion of each summer training component, students serve as full-time teachers within a parochial school setting under the guidance of a local mentor. During the school year, teacher interns live together in community, sharing the challenges and rewards of their beginning teaching experiences. Safe, low-cost community housing is provided in the vicinity of the teaching sites in Northern Indiana and Illinois.

As models within the elementary and secondary parochial systems, teacher interns are encouraged to develop their own personal spirituality and faith in the context of community. This important dimension of the program is facilitated through periodic retreats and contact with local church members from the various communities.

Because a significant component of this academic program involves two years of service as an apprentice teacher, costs are minimal to the student. Students earn a stipend during their two years of teaching, and from this they assume their living and transportation costs. Because student teachers share housing, living expenses are generally modest. In addition, Valparaiso University provides scholarships for all tuition as well as for housing during summer study on campus. Students assume incidental costs including such things as textbook purchases, travel to and from campus, entrance and licensing examination fees, graduate activity fee (\$50.00/year), and applicable graduation fees.

This program encourages talented seniors and college graduates from any field to apply for admission. Such graduates, however, should be interested in exploring teaching as a lifelong vocation and should be motivated by the desire to serve the teaching needs of church and society. Students with background in the sciences, mathematics, and foreign languages are often in particular demand.

**Requirements.** The program consists of a 33-credit (approximate for early/middle childhood elementary - concentration) sequence of required courses plus 14 credits of supervised field and intern teaching experiences.

**Admission.** Applicants are expected to meet the following entrance requirements:

1. Minimum 3.00 grade point average in completed undergraduate degree/program of study.

2. Submission of Graduate Record Exam (GRE) General Exam or Miller Analogies Test (MAT) score.
3. Personal essay that articulates reasons for wanting to enter the LEAPs program including how goals are consistent with living in community and continued spiritual development.
4. Three letters of reference addressing academic ability, spirituality, and ability to live in community.
5. Passing score on the Pre-Professional Skills Test in basic reading, writing, and mathematics skills.
6. Completion of Graduate Division and LEAPs application forms and payment of application fees.
7. Completion of an interview with LEAPs Admissions Committee.

Although students professing any Christian faith are invited to apply, those having familiarity with Lutheran or Catholic values are likely to realize the greatest benefits as most teaching placements will be in the Lutheran and Catholic school systems. By accepting a position in the program, students are committing themselves to two years of teaching in a parochial school system as well as to the overall goals of the program. Upon completion of the program with the master's degree, no further professional/teaching activities are formally required, although graduates are strongly encouraged to continue their vocation as teachers and leaders within the parochial school systems.

Persons interested in this program should contact the Office of Graduate Studies in Kretzmann Hall or the Graduate Coordinator in the Education Department for additional information.

## REQUIRED CORE COURSES

### Professional Studies (17 credits)

|   |       |
|---|-------|
| ED 506 Educational Technology: Media and Application .....                        | 2 Cr. |
| ED 613 Advanced Educational Psychology .....                                      | 3 Cr. |
| ED 614 Historical, Philosophical, and Sociological Foundations of Education ..... | 3 Cr. |
| ED 617 Assessment and Management of the Learning Environment . . .                | 3 Cr. |
| ED 619 Cultural and Legal Foundations of Education .....                          | 3 Cr. |
| SPED 540 Learning Exceptionalities . .  | 3 Cr. |



## Education Programs

### **Integrative Studies (5 credits)**

ED 622 Living and Learning in Community 2 Cr.

One of the following courses:

SPED 550 Models of Collaboration  
and Consultation in Special  
Education . . . . . 3 Cr.

ED 610 Research in Education . . 3 Cr.

ED 611 Teacher Research . . . . . 3 Cr.

ED 615 School and Society . . . . . 3 Cr.

ED 616 Current Educational  
Thought . . . . . 3 Cr.

ED 623 Educational Support Systems 3 Cr.

ED 624 Education Outside the  
Classroom . . . . . 3 Cr.

### **Capstone Experience (1 credit)**

ED 625 Summative Portfolio Development  
and Presentation . . . . . 1 Cr.

### **Field Experience (14 credits)**

ED 620 Introductory Field Experience in  
Education . . . . . 2 Cr.

ED 626 Internship in Education . . . . . 3 Cr.

ED 626 will be repeated each Fall and  
Spring of enrollment in the LEAPs  
program for a total of 12 credits.

### **CONCENTRATION**

Students complete additional course work  
in one of the following concentrations,  
depending on the grade level at which they  
will teach.

#### **Early/Middle Childhood (Elementary) Teaching (10 credits)**

ED 510 Models of Teaching and  
Learning for Early/Middle

Childhood (Grades 2-6) . . . . . 3 Cr.

ED 621 Teaching of Religion . . . . . 1 Cr.

Additional course work . . . . . 6 Cr.

#### **Early Adolescence (Middle School) Teaching (9-10 credits)**

ED 511 Models of Teaching and  
Learning for Early Adolescence . . 3 Cr.

ED 560 Reading in the Content Areas . 3 Cr.

ED 589 Content Area Methods and  
Curriculum . . . . . 3 Cr.

ED 621 Teaching of Religion . . . . . 1 Cr.

ED 621 may not be required for every  
parochial school setting.

#### **Adolescence/Young Adult (Secondary) Teaching (9-10 credits)**

ED 512 Models of Teaching and Learning  
for Adolescence/Young Adult Years 3 Cr.

ED 560 Reading in the Content Areas . 3 Cr.

ED 589 Content Area Methods and  
Curriculum . . . . . 3 Cr.

ED 621 Teaching of Religion . . . . . 1 Cr.

ED 621 may not be required for every  
parochial school setting.

## **Initial Teaching Licensure Program - General Track**

This program is designed for any individual  
who has an undergraduate degree in fields/  
areas of study other than teacher education  
and who wants to pursue a course of  
graduate studies to become licensed middle  
or secondary school teachers. Upon  
successful completion of the program,  
teacher candidates are eligible for a Master  
of Education degree from Valparaiso  
University and, after passing required  
assessments of knowledge and skills, an  
Indiana intern teaching license. This teaching  
license qualifies an individual to teach in  
public and some parochial school settings in  
Indiana. Indiana teaching licenses are  
reciprocal with teaching licenses in 40 other  
states in the United States.

Persons interested in this program should  
be aware that additional content area  
courses may be required, depending on the  
type of teaching license one wants to obtain.  
Teacher candidates should also realize that  
field experiences and an intern-teaching  
experience are required in this degree  
program. During these experiences,  
students are engaged in full-time teaching  
and therefore will not be able to work at  
another daytime job.

**Requirements.** The program consists of  
33 credits of required course work and 12  
credits of supervised field work, including a  
10-credit internship semester similar to  
student teaching under the supervision of a  
cooperating teacher and University field  
instructor.

**Admission.** In addition to meeting the  
requirements for admission to the Graduate  
Division, applicants should meet the following  
requirements:

1. Graduate Record Exam (GRE) General  
Exam (Verbal and Quantitative) only or  
Miller Analogies Test.
2. Passing scores (Valparaiso University  
cut-off scores) on the Pre-Professional  
Skills Test of basic abilities in reading,  
writing, and mathematics to be earned  
by the end of the first semester of  
enrollment in the program. Passing  
scores on this test are necessary to  
earn an Indiana teaching license.
3. Essay relating graduate study to  
professional goals clearly stating



reasons for wanting to become a teacher. This essay substitutes for the General Essay noted under Admission for Degree-Seeking Students.

4. Completed Supplemental Education Application.

### REQUIRED CORE COURSES

#### Professional Studies (17 credits)

- ED 506 Educational Technology: Media and Application ..... 2 Cr.  
 ED 613 Advanced Educational Psychology ..... 3 Cr.  
 ED 614 Historical, Philosophical, and Sociological foundations of Education ..... 3 Cr.  
 ED 617 Assessment and Management of the Learning Environment . . . 3 Cr.  
 ED 619 Cultural and Legal Foundations of Education ..... 3 Cr.  
 SPED 540 Learning Exceptionalities . . 3 Cr.

#### Integrative Studies (6 credits)

- Select any two of the following: .....  
 SPED 550 Models of Collaboration and Consultation in Special Education ..... 3 Cr.  
 ED 610 Research in Education .. 3 Cr.  
 ED 611 Teacher Research ..... 3 Cr.  
 ED 615 School and Society ..... 3 Cr.  
 ED 616 Current Educational Thought ..... 3 Cr.  
 ED 623 Educational Support Systems ..... 3 Cr.  
 ED 624 Education Outside the Classroom ..... 3 Cr.

#### Capstone Experience (1 credit)

- ED 625 Summative Portfolio Development and Presentation.. 1 Cr.

#### Field Experience (12 credits)

- ED 620 Introductory Field Experience in Education ..... 2 Cr.  
 ED 626 Internship in Education ..... 10 Cr.

### CONCENTRATION

Students complete additional course work in one of the following concentrations, depending on the grade level at which they will teach.

#### Early Adolescence (Middle School) Teaching (9 credits)

- ED 560 Reading in the Content Areas . 3 Cr.  
 ED 512 Models of Teaching and Learning for Adolescence/Young Adult Years ..... 3 Cr.  
 ED 589 Content Area Methods and Curriculum ..... 3 Cr.

#### Adolescence/Young Adult (Secondary) Teaching (9 credits)

- ED 512 Models of Teaching and Learning for Adolescence/Young Adult Years ..... 3 Cr.  
 ED 560 Reading in the Content Areas . 3 Cr.  
 ED 589 Content Area Methods and Curriculum ..... 3 Cr.

**Note:** All teacher candidates should be aware of the fact that additional content area course work may be required on an individual basis in order to successfully qualify for teaching licensure in the state of Indiana.

## Master of Education Degree Programs

### TEACHING AND LEARNING CONCENTRATION

This minimum 36-credit hour program is designed to offer elementary and secondary teachers advanced coursework in the study of teaching and learning and of educational research and inquiry processes. It also offers the opportunity to construct individual specializations which enhance their effectiveness as teachers.

Teachers may use this degree to professionalize a teaching major or minor or to add a minor (e.g., reading or learning disabilities) or a junior high/middle school endorsement to their licenses.

This program is open to licensed teachers or persons with a planned program for achieving licensure prior to awarding of their degrees.

#### Core Foundation Requirements (15 credits)

1. Education Foundations ..... 6 Cr.  
 Choose two courses from:  
 ED 613 Advanced Educational Psychology ..... 3 Cr.  
 ED 614 Historical, Philosophical and Sociological Foundations of Education ..... 3 Cr.  
 ED 615 School and Society ..... 3 Cr.  
 ED 616 Current Educational Thought ..... 3 Cr.  
 ED 619 Cultural and Legal Foundations of Education .. 3 Cr.  
 ED 623 Educational Support Systems ..... 3 Cr.
2. Scholarly Tools ..... 9 Cr.  
 ED 610 Research in Education .. 3 Cr.  
 ED 611 Teacher Research ..... 3 Cr.  
 ED 617 Assessment and Management of the Learning Environment . . . 3 Cr.



## Education Programs

### Individualized Specialization (15 credits)

In consultation with their advisers, students may construct a specialization with graduate courses chosen from the Education Department or other departments. The specialization must focus on a single topic. . . . . 12 Cr.  
Choose one from:

ED 692 Research Project . . 3 Cr.

ED 699 Thesis . . . . . 3 Cr.

### Education Electives ( 6 credits)

The student must complete at least 19 credit hours at the 600 level. Students are encouraged to present their thesis or research project orally to the department.

## SPECIAL EDUCATION CONCENTRATIONS

Special Education degree programs seek to expand the qualifications of persons who serve children, youth, and young adults with exceptional needs. The Department of Education offers Master of Education degrees in Mild Intervention Needs at the following development levels: Early/Middle Childhood (elementary), Early Adolescence (middle school), and Adolescence/Young Adulthood (secondary). Mild Intervention Needs includes students with learning disabilities, mild/moderate mental disabilities, and emotional disorders. The program also offers the Master of Science in Special Education degree in the same developmental concentrations. Required credits vary with each developmental concentration and according to prior education course work and teaching licensure areas.

This program is open to individuals who currently possess active or expired teaching licenses or individuals with planned programs for achieving initial teaching licensure prior to completion of special education Master's degree requirements. Individuals entering Master degree programs in Special Education must have one full year of teaching or related experience at the relevant developmental level. Persons not meeting this requirement must complete SPED 600, Initial Practicum in Special Education, during the first year of their program of study. If an individual enters a Master's degree program without any prior teaching licensure or without prior teaching licensure at the desired developmental level, additional course work at the graduate and/or undergraduate level will be required.

### Required Core for all Special Education-Mild Intervention Developmental Concentrations (30-32 credits)

|  |         |
|--|---------|
| ED 565 Reading Disabilities and Practicum . . . . .                              | 4 Cr.   |
| ED 610 Research in Education (or ED 611) . . . . .                               | 3 Cr.   |
| SPED 540 Learning Exceptionalities . .   | 3 Cr.   |
| SPED 546 Characteristics of Individuals with Mild Disabilities I (Gr. 1-12) . .  | 2 Cr.   |
| SPED 547 Characteristics of Individuals with Mild Disabilities II (Gr. 1-12) . . | 2 Cr.   |
| SPED 550 Models of Collaboration and Consultation in Special Education . .       | 3 Cr.   |
| SPED 551 Applied Behavior Analysis . .   | 3 Cr.   |
| SPED 644 Psycho-Educational Assessment of Special Education . .                  | 3 Cr.   |
| SPED 646 Advanced Practicum in Special Education . . . . .                       | 1-3 Cr. |
| SPED 692 Master Research Project in Special Education . . . .                    | 3 Cr.   |
| SPED 695 Independent Study . . . . .   | 3 Cr.   |

### Foundations in Education and Special Education (6 credits)

Choose two from the following: ED 613, 614, 615, 616, 617, 619, 623, SPED 590.

### Concentration (4-7 credits)

Students complete additional course work in one of the following concentrations depending on the age and grade level in which they plan to teach.

#### Early/Middle Childhood and Mild Exceptional Needs

|   |           |
|---|-----------|
| SPED 600 Practicum (may be waived) . .  | 0-3 Cr.   |
| SPED 645 Advanced Strategies for Teaching Individuals with Mild Disabilities (Grades 1-6) . . . . . | 3 Cr.     |
| ED 625 Summative Portfolio Development and Presentation . . . . .                                   | 1 Cr.     |
| Total . . . . .   | 40-45 Cr. |

**Note:** Additional course work will be necessary if an applicant needs to add early/middle childhood developmental level to a teaching license. Consult the Graduate Coordinator in the Department of Education for further information.

#### Early Adolescence and Mild Exceptional Needs

|  |           |
|--|-----------|
| SPED 600 Practicum (may be waived) . .   | 0-3 Cr.   |
| SPED 689 Advanced Strategies for Teaching Individuals with Mild Disabilities (Grades 6-12) . . . . . | 3 Cr.     |
| ED 625 Summative Portfolio Development and Presentation . .  | 1 Cr.     |
| Total . . . . .  | 40-45 Cr. |



**Note:** Additional course work will be necessary if an applicant needs to add early adolescence developmental level to a teaching license. Consult the Graduate Coordinator in the Department of Education for further information.

**Adolescent/Young Adult and Mild Exceptional Needs**

SPED 600 Practicum (may be waived) 0-3 Cr.  
 SPED 689 Advanced Strategies for Teaching  
 Individuals with Mild Disabilities  
 (Grades 6-12) . . . . . 3 Cr.  
 ED 625 Summative Portfolio  
 Development and Presentation . . 1 Cr.  
 Total . . . . . 40-45 Cr.

**Note:** Additional course work will be necessary if an applicant needs to add the adolescent/young adult developmental level to a teaching license. Consult the Graduate Coordinator in the Department of Education for further information.

Over half the credits presented for the Master's degree must be 600 level. Students are encouraged to present their research project orally to the Education Department Faculty.

**Master of Science in Special Education Degree Program**

A Master of Science in Special Education degree is offered with concentrations in early/middle childhood and mild exceptional needs, early adolescence and mild intervention needs, and adolescent/young adult and mild intervention needs.

The degree requirements are identical to those of the Master of Education degree with the exception that Master of Science candidates must complete a thesis (SPED 699) instead of a research project (SPED 692). One research course (ED 610 or 611) is required as a prerequisite for completion of a thesis. Over half the credits presented for the degree must be 600 level. Students are encouraged to present their theses orally to the Education Department Faculty.

**Master of Education/  
 Education Specialist  
 Program in School  
 Psychology**

This program is a combined 37-credit Master of Education degree and 36-credit Education Specialist degree comprised of course work and practicum experiences from the Departments of Education and Psychology. Students completing this program will acquire knowledge, dispositions, and performances to function in school settings as licensed School Psychologists. Graduates of this program will earn the Master of Education in Education and Psychological Foundations upon completion of the first 37 credits in the program and the Education Specialist degree upon completion of the final 36 credits in the program. Upon completion of all 73 credits, graduates will qualify for licensure as School Psychologists in the State of Indiana.

Individuals who enter the program with an undergraduate degree complete the entire M.Ed./Ed.S. degree program. Individuals who have already earned a master's degree in an area related to school psychology (education, psychology, special education, counseling, school counseling) would be admitted to the Ed.S. portion of the degree program with the understanding that the equivalent of all 73 credits of course work in both the M.Ed. and Ed.S. components are required to earn an Indiana School Psychologist license. These applicants might need to complete course work from the M.Ed. component of the program to supplement their previous master's degree work. Individuals who hold advanced degrees in areas not related to school psychology may be admitted to the Ed.S. program, but must complete the entire M.Ed./Ed.S. program of study.

Applicants are required to pass a comprehensive examination prior to registration for credits in SPED 681, Practicum in School Psychology, which is typically taken toward the end of the student's academic program and prior to the year-long internship. This examination covers both the knowledge base and



## Education Programs

practical skills required of individuals who will work as school psychologists. Students who fail this examination may be allowed to retake it following completion of a program designed to remediate any deficiencies evident from the examination. The internship in School Psychology is taken in the last year of study in the program, and as such represents the culmination of the student's professional preparation.

Individuals who have already completed graduate work within the past five years may transfer up to 24 credit hours of applicable coursework toward meeting the degree requirements. No more than nine of the 24 credits to be transferred can be at the 600-level. Transfer of credits is approved on a course-by-course basis by appropriate faculty in the Education or Psychology Department. Transfer credits must be congruent with Valparaiso University degree requirements.

**Requirements.** The program consists of a 37-credit hour M.Ed. sequence and a 36-credit hour Ed.S. sequence. Twelve credits of the 36 Ed.S. sequence consist of supervised internship experiences. Nine credits in the Ed.S. sequence are electives in education and psychology courses.

**Admission.** In addition to meeting the requirements for admission to the Graduate Division, applicants should note the following requirements for both the M.Ed. and Ed.S. components of the program:

1. The Graduate Record Exam (GRE) General Examination or Miller Analogies Test (MAT) should be taken by the time the student enters the program and must be taken by the end of the first semester of study.
2. Applicants are expected to have a background in psychology which includes one course in introductory psychology, one course in human growth and development, and one course on basic statistics. Applicants who do not meet these requirements may be admitted to the program with the understanding that they will complete these courses along with other requirements.
3. Essay relating graduate study to professional goals. The essay should include a self-assessment of experience and education that would qualify one for undertaking work in

school psychology. This essay substitutes for the general essay required for admission to the Graduate Division (see page 36).

Applications for the program are accepted for both Fall and Spring semesters.

### **M.Ed.—Education and Psychological Foundations (37 credits)**

|   |       |
|---|-------|
| ED 610 Research in Education . . . . .  | 3 Cr. |
| PSY 525 Social and Cultural Bases of Behavior . . . . .   | 3 Cr. |
| PSY 620 Human Development: Biological and Learned Bases of Behavior . . . . .                       | 3 Cr. |
| PSY 630 Child Psychopathology . . . . .   | 3 Cr. |
| PSY 660 Counseling Theories and Practices . . . . .   | 3 Cr. |
| SPED 540 Learning Exceptionalities** . . . . .  | 3 Cr. |
| SPED 546 Characteristics of Individuals with Mild Disabilities I (Grades 1-12) . . . . .            | 2 Cr. |
| SPED 547 Characteristics of Individuals with Mild Disabilities II (Grades 1-12) . . . . .           | 2 Cr. |
| SPED 551 Applied Behavior Analysis . . . . .  | 3 Cr. |
| SPED 600 Initial Practicum in Special Education (or elective)** . . . . .                           | 3 Cr. |
| SPED 644 Psycho-Educational Assessment in Special Education . . . . .                               | 3 Cr. |
| SPED 645 Advanced Strategies for Teaching Individuals with Mild Disabilities (Grades 1-6) . . . . . | 3 Cr. |
| SPED 646 Advanced Practicum in Special Education . . . . .  | 3 Cr. |
| SPED 680 Introduction to School Psychology . . . . .  | 1 Cr. |

\*\*SPED 540 and SPED 600 are required of students with no previous special education background. Candidates who have special education background may replace these courses with electives drawn from the list below. Electives taken in the M.Ed. part of the program must be different from those taken in the Ed.S. component of the program.

### **Ed.S.—Education Specialist Component (36 credits)**

|  |        |
|--|--------|
| SPED 551 Models of Collaboration and Consultation in Special Education . . . . . | 3 Cr.  |
| SPED 671 Intellectual Assessment . . . . .                                       | 3 Cr.  |
| SPED 674 Assessment of Social and Emotional Functioning . . . . .                | 3 Cr.  |
| SPED 681 Practicum in School Psychology . . . . .                                | 3 Cr.  |
| SPED 683 Internship in School Psychology . . . . .                               | 12 Cr. |



|  |       |
|--|-------|
| SPED 693 Professional Issues and Ethics for School Psychologists . . . | 3 Cr. |
| Elective credit . . . . .  | 9 Cr. |

### **Electives for M.Ed. and Ed.S. Components of School Psychology Program**

|   |       |
|---|-------|
| ED 560 Reading in the Content Areas . . . . .   | 3 Cr. |
| ED 561 Foundations of Language and Reading . . . . .  | 3 Cr. |
| ED 565 Reading Disabilities and Practicum . . . . .   | 4 Cr. |
| ED 611 Teacher Research . . . . .   | 3 Cr. |
| ED 613 Advanced Educational Psychology . . . . .  | 3 Cr. |
| ED 614 Historical, Philosophical, and Sociological Foundations of Education . . . . .   | 3 Cr. |
| ED 615 School and Society . . . . .   | 3 Cr. |
| ED 616 Current Educational Thought . . . . .  | 3 Cr. |
| ED 617 Assessment and Management of the Learning Environment . . . .  | 3 Cr. |
| ED 619 Cultural and Legal Foundations of Education . . . . .  | 3 Cr. |
| ED 623 Educational Support Systems  | 3 Cr. |
| PSY 545 Health Psychology . . . . .   | 3 Cr. |
| PSY 550 Human Cognition . . . . .   | 3 Cr. |
| PSY 570 Psychological Testing and Appraisal . . . . .   | 3 Cr. |
| PSY 602 Research Methods in Psychology . . . . .  | 3 Cr. |
| PSY 662 Counseling Processes . . . .  | 3 Cr. |
| PSY 664 Career Counseling: Appraisal and Intervention . . . . .   | 3 Cr. |
| PSY 668 Group Counseling . . . . .  | 3 Cr. |
| PSY 685 Counseling Practicum . . . .  | 3 Cr. |
| PSY 690 Special Topics in Psychology  | 3 Cr. |
| PSY 691 Topics in Counseling and Clinical Psychology (particularly the Applied Behavior Analysis and Consultation Topics) . . . . . | 3 Cr. |
| PSY 698 Master's Research Proposal  | 3 Cr. |
| PSY 699 Master's Research and Thesis . . . . .  | 3 Cr. |
| SPED 590 Current Issues and Topics in Special Education . . . .   | 3 Cr. |
| SPED 689 Advanced Strategies for Teaching Individuals with Mild Disabilities (Grades 6-12) . . . . .                                | 3 Cr. |
| SPED 692 Research Project in Special Education . . . . .  | 3 Cr. |
| SPED 695 Independent Study . . . . .  | 3 Cr. |
| SPED 699 Master's Thesis . . . . .  | 3 Cr. |

## **Non-Degree Graduate Studies in Education**

Individuals may take courses in the Department of Education as non-degree students for the following purposes:

1. License Renewal and/or Personal Enrichment.  
Teachers who wish to take courses in the Department of Education for the purpose of renewing their licenses or for personal enrichment may choose to enroll as non-degree professional educators. Currently active elementary or secondary school educators are eligible to seek admission as Professional Educators.
2. Adding a Minor or an Endorsement.  
Teachers or other qualified persons who wish to add a teaching minor or endorsement in special education, reading, junior high/middle school or academic area (e.g., English, chemistry) to their licenses should enroll as non-degree students.

### **CERTIFICATION**

**Teacher Certification.** Students in teacher education seeking additional licensure or license renewal may be admitted as non-degree graduate students. They should consult the Education Department Certification Adviser concerning specific certification requirements prior to beginning their program of studies.

**Elementary Certification.** Persons seeking to professionalize their general elementary licenses must devote at least 15 semester hours of their work to a combination of courses in education and subject matter directly related to elementary school teaching; a minimum of 12 semester hours must be in professional education. The Master of Education degree is designed to meet these requirements. The Master of Arts in Liberal Studies degree may be used for professionalizing the general elementary license, but coursework above the 33 semester hour minimum for that degree may be required. Consult the Licensure Adviser in Education concerning specific requirements.

**Education.** Secondary teachers may professionalize their teaching licenses with the Master of Education degree with a concentration in Teaching and Learning



## Education Programs

program or with the Master of Arts in Liberal Studies degree program. A minimum of six semester credit hours in professional education coursework is required with at least three of these taken at the 600-level at Valparaiso University. One course in Educational Foundations is required. Courses at Valparaiso University that meet this requirement are ED 610, 612, 613, 614, 615, 616, or another 600-level course so designated by the Department of Education. Consult the Licensure Adviser in Education concerning specific requirements in each teaching field.

**Reading Certificate.** The University offers courses which meet the certification requirements of the State of Indiana to teach reading as a subject matter field and to professionalize such certification. Specific information regarding the reading certificate program is available from the Department of Education.

**Special Education Programs.** The Department of Education offers course work meeting the requirements of the State of Indiana for licensure in Early/Middle Childhood and Exceptional Needs Education (Mild Intervention Needs), Early Adolescence and Exceptional Needs Education (Mild Intervention Needs), and Adolescent/Young Adult and Exceptional Needs Education (Mild Intervention Needs). Mild intervention needs addresses learning disabilities, mental impairment, and emotional disturbance. Specific information regarding the special education program is available from the Department of Education.

### **NON-DEGREE LICENSURE PROGRAMS IN SPECIAL EDUCATION**

The Education Department offers course work in the following developmental levels and intervention areas of special education: Early/Middle Childhood and Mild Intervention Needs, Early Adolescence and Mild Intervention Needs, and Adolescent/Young Adult and Mild Intervention Needs. Applicants must possess an active or expired teaching license in the relevant

developmental level (or complete additional course work in developmental level teacher education courses) and have successfully completed one year of teaching in public school settings. If an applicant lacks this experience, SPED 600 Initial Practicum in Special Education should be taken in the first year of study. If an applicant does not possess any Indiana teaching license, additional graduate course work will be necessary to earn this license.

**Changing from Non-Degree to Degree Status.** Students who wish to change from non-degree status to degree status must complete all the requirements for admission to a degree program. They also need to be aware that not more than nine credits earned as a non-degree student (or professional educator) may be applied toward a degree.

### **PROFESSIONAL EDUCATORS**

Professional Educators, currently active in elementary or secondary education, may take courses without formal admission to degree-seeking status provided they do not intend to use the credits toward a degree, an initial license, or to add an additional teaching area to a current license. This status applies to those who are visiting students, seeking personal enrichment, or are fulfilling their 6-credit license renewal requirement. (Those seeking a degree or license must meet the requirements for admission, as stated elsewhere in the Graduate Catalog.) Admission as a professional educator requires completing an application for admission and a brief letter from the educator's current superintendent or principal verifying current professional status. The two letters of formal recommendation, transcript(s) and application fee are waived.

Students who are admitted as professional educators, but subsequently wish to add an endorsement or seek a degree, must present full admission credentials (see above).



# Liberal Studies Programs

## Master of Arts in Liberal Studies Program

Concentrations include:

- English**
- Ethics, Values, and Society**
- History**
- Human Behavior and Society**
- Theology**
- Theology and Ministry**
- U.S. Culture**
- Individualized Program of Study**

Master of Arts in Liberal Studies (MALS) programs have grown rapidly in the United States within the last two decades. The degree enjoys strong appeal—with professional persons whose undergraduate education was focused in technical areas and who now wish to broaden their knowledge of the liberal arts; with persons who wish to obtain a master's degree for career advancement but who do not need to pursue a specific professional degree; with individuals who want to enhance their professional credentials by developing a background in a cognate area; with adults who enjoy the discipline and excitement of structured learning; and, finally, with elementary and secondary educators who wish to work toward advanced certificates by strengthening their knowledge both in subject matter areas and in areas related to professional education.

The Liberal Studies program at Valparaiso University is designed to enable students to establish a broad understanding of the liberal arts through a core of integrative courses, and also to focus on a particular subject area through a minimum 15-credit concentration.

The core seminars as well as most MALS courses take an interdisciplinary approach. This approach is based on the conviction that most major problems and issues require multiple perspectives for truer understandings to occur. At the same time, the program acknowledges the need for concentrated, focused teaching and learning within a particular discipline.

Courses used to complete the concentration are typically drawn from the

corresponding department and from approved Liberal Studies (LS) courses. Courses used to complete the Human Behavior and Society concentration include Seminars in the Social Sciences (LS 620), Liberal Studies topics courses (LS 690) and designated offerings in other social science departments including Psychology, Sociology, Geography and Political Science. Students who elect this concentration are encouraged to explore the range of human behavior and should not expect to take all of their courses in a specific discipline.

Each MALS concentration provides the opportunity to take electives, either as part of the concentration or from courses outside the concentration. Electives may be taken from other concentrations or from offerings in Art, Communication, Education, Mathematics, and Theatre and Television Arts. Educators may take all six elective credits within the field of education. For those who are interested, the MALS travel/study option may be used as elective credits (see below).

Liberal Studies 685, 690, 692, 693, and 695 may, with approval, be applied to a particular concentration.

### MALS Concentrations

Although all MALS programs are comprised of a liberal studies core, an area of concentration, and electives, the specific requirements may vary from one program to another. Programs having similar requirements are grouped together.

### CONCENTRATIONS IN ENGLISH, HISTORY, HUMAN BEHAVIOR AND SOCIETY, AND THEOLOGY

Each of these programs requires a total of 33 credits with the following distribution: 12 credits in the core seminars and 15 credits in the concentration. The remaining credits are free electives.

#### Core Requirement (12 credits)

LS 650 Religion, Culture, and Value . . . 3 Cr.

Choose three from:

LS 610 Seminar in Humanities . . . 3 Cr.

LS 620 Seminar in Social Sciences . . . . . 3 Cr.



- LS 630 Seminar in Natural Sciences . . . . . 3 Cr.  
LS 640 Seminar in Fine Arts . . . 3 Cr.

### **Concentration Requirement (15 credits)**

For English, History, and Theology concentrations, the 15 credits should be drawn from the respective departments, although substitutions may be made with the approval of the academic adviser and Dean. For Human Behavior and Society, courses are typically drawn from Psychology, Sociology, Geography, and approved Liberal Studies (LS) courses—these last courses typically address topics related to broad political, social and cultural issues.

One course (3 credits) from the core requirements may be applied to the concentration if the core seminar content is related to the field of concentration. For example, English students may apply LS 610 toward their 15-credit concentration; Human Behavior and Society students may apply LS 620 toward their concentration. In doing so, the student acquires an additional 3 credits of free electives.

At least 6 credits in the concentration must be taken at the 600 level.

### **Electives (6-9 credits)**

These courses may be selected from any department as long as the student meets the course prerequisites. The study/travel option may also be used as elective credit toward the MALS degree.

No thesis is required for completion of the MALS degree, but research papers are a regular part of graduate courses. Furthermore, students are encouraged to complete an independent study or research project to bring their program into a culminating focus. Students who undertake independent studies or choose to complete research projects are responsible for formulating their plans in consultation with their adviser and for finding a supervising faculty member. Students should allow sufficient time to complete their final project and are therefore required to arrange for their final project at least one semester before their final semester. Often students and faculty find it optimal to schedule research projects during the summer session. Such projects, however, are typically begun prior to the academic semester during which they are scheduled, or may extend into the following academic semester.

## **CONCENTRATION IN ETHICS, VALUES AND SOCIETY**

Sensitivity to and understanding of ethical issues permeates all levels of study at Valparaiso University. This tradition dates as far back as the 1940s when O.P. Kretzmann, an early leader within the newly-acquired Lutheran University, identified social ethics as a topic worthy of exploration within the University and church circles and subsequently sponsored workshops and seminars on the issue. This early vision established an ongoing tradition of inquiry and discussion of ethics within the University community, a discussion whose relevance and timeliness has only expanded with the increasing pace of technological and social change. The need for greater understanding of ethical dilemmas and challenges, not just among those whose primary concern is moral and ethical behavior (e.g., persons in the ministry) but also among individuals serving within a variety of professional fields (e.g., law, health, business, human services), serves as a core rationale for the concentration.

The MALS concentration is Ethics, Values, and Society is a 32- or 33-credit interdisciplinary program. It is designed to increase awareness of and sensitivity to issues of ethics among persons currently working or intending to work in a professional capacity and to provide them with the necessary framework for making informed, values-based decisions in such fields as law, health, business, and human services. Graduates of this program will have an understanding of principles and theories of philosophical and religious ethics. In addition, they will study the application of these principles to a variety of professional situations and culminate their study with a project that integrates their professional interest with ethics and values.

**Admission.** Preferred qualifications include an undergraduate grade point average of 3.25 or higher; significant reading, background (defined as one to two courses in philosophy or theology), or professional interest in the field of ethics; and current or anticipated employment in a professional field. Applicants lacking adequate preparation may be required to enroll in a relevant undergraduate course (e.g., History of Philosophy) prior to or concurrent with enrollment in the program.



**Core Requirements (12 credits)**

LS 650 Religion, Culture and Value ... 3 Cr.  
Choose three from:

- LS 610 Seminar in Humanities ... 3 Cr.
- LS 620 Seminar in Social Sciences 3 Cr.
- LS 630 Seminar in Natural Sciences ... 3 Cr.
- LS 640 Seminar in Fine Arts ... 3 Cr.

**Concentration Requirements (minimum 17 credits)**

- Ethical Theories and Principles (6-9 credits)
  - THEO 540 Topics in Religious Ethics 3 Cr.
  - THEO 546 Contemporary Moral Issues ... 3 Cr.
  - PHIL 535 Ethical Theory (or approved equivalent) ... 3 Cr.
- Ethical Applications ... 9-12 Cr.  
(At least 6 credits at the 600 level)
  - PHIL 541/THEO 641 Biomedical Ethics ... 3 Cr.
  - PSY 693 Issues/Ethics in Counseling ... 3 Cr.
  - LS 555 Ethics in Business ... 3 Cr.
  - LS 591/691 Topics in Ethics ... 3 Cr.
  - LS 655 Professional Ethics ... 3 Cr.
  - LS 656 Legal Profession and Ethics ... 2 Cr.
  - LS 696 Independent Study in Ethics ... 3 Cr.

**Capstone/Elective Credit (3-6 credits)**

- LS 659 Integrative Project in Ethics ... 3 Cr.
- Electives in Liberal Studies ... 0-3 Cr.

**PARTNERSHIP WITH THE PARK RIDGE CENTER FOR THE STUDY OF HEALTH, FAITH, AND ETHICS**

Students in the Ethics, Values, and Society or Theology programs are encouraged to consider study at the Park Ridge Center through a special arrangement made with the University. Students are permitted to enroll in three or more workshops and conferences (minimum 18 contact hours) for 3 credits of LS 691, Advanced Topics in Ethics or LS 696, Independent Study in Ethics. These credits may be applied to the student's area of concentration or taken as electives but may not be used to fulfill MALS core seminar requirements. Students must identify a Valparaiso University faculty sponsor with whom to develop an integrated proposal. Brief reports are submitted following each workshop, with each report forming a preliminary component of an extended exercise or paper of significant

content based on the workshop and additional readings.

Topics in the past have included Spirituality in Health Care, Spiritual Care and End of Life, and Religious Diversity and Health Care. The costs of workshops vary, and students themselves are responsible for paying for each workshop. However, the Office of Graduate Studies will allocate a portion of the tuition paid to Valparaiso University to assist in paying the workshop fees.

In addition to participation in Park Ridge workshops, students in the Ethics, Values, and Society program may consider internship experience for academic credit at the Park Ridge Center. Students interested in this option should contact the Office of Graduate Studies.

**CONCENTRATION IN THEOLOGY AND MINISTRY (INCLUDES DIACONAL TRACK)**

The 39-credit concentration in Theology and Ministry is a special option within the MALS program designed for those seeking to enlarge their theoretical understanding of theology as well as develop skills in ministry. Persons benefiting from this program include professional church workers and lay volunteers. A special track of this program has been developed for those who wish to become consecrated as deaconesses at the end of their study (see below), with more specific requirements in theology. Students seeking both the MALS degree and deaconess consecration must be admitted both to the Graduate Division and to the Deaconess Program (administered by the Lutheran Deaconess Association).

Building on core courses taken with others in the MALS program, the Theology and Ministry concentration requires at least one course in biblical studies, one dealing with the content of the Christian faith and tradition, and several courses dealing with ministry. Electives in theology and in complementary areas permit students to customize their plans of study to meet their individualized interests. A culminating independent study or research project is required as a means of bringing each student's interests together into an individualized synthesis, as the student nears the end of the course of studies. At least 20 credits of work must be completed at the 600 level.

Full-time students normally complete this



**Liberal Studies Programs**

program in two years (four semesters). Certain students may be able to complete the program in less time, particularly through the use of summer courses. Part-time students have five years to complete the program, e.g., one course per semester plus one course in each of three summers. Students should consult with their academic or program adviser in planning their programs.

**THEOLOGY AND MINISTRY**

**Core Requirement (9 credits)**

- LS 650 Religion, Culture, and Value . 3 Cr.
- Choose two from:
  - LS 610 Seminar in Humanities . 3 Cr.
  - LS 620 Seminar in Social Sciences . . . . . 3 Cr.
  - LS 630 Seminar in Natural Sciences . . . . . 3 Cr.

**Theology Concentration (24 credits)**

- Bible and Christian History:
  - THEO 510/610 Topics: Biblical Studies . . . . . 3 Cr.
  - THEO 520-529, 620-629 Topics: Christian History . . . . . 3 Cr.
- Ministry:
  - THEO 551 Theology of Diaconal Ministry . . . . . 3 Cr.
  - THEO 555, 558, 559, 640-650 . . 3 Cr.
  - THEO 680 Practicum . . . . . 3 Cr.
- Capstone Course:
  - THEO 692/695 . . . . . 3 Cr.
- Electives in Theology . . . . . 6 Cr.

**Electives (6 credits)**

Complete 6 credits by taking any MALS courses, including the study/travel option.

**THEOLOGY AND MINISTRY-DIACONAL TRACK**

**Core Requirement (9 credits)**

- LS 650 Religion, Culture, and Value . 3 Cr.
- Choose two from:
  - LS 610 Seminar in Humanities . 3 Cr.
  - LS 620 Seminar in Social Sciences . . . . . 3 Cr.
  - LS 630 Seminar in Natural Sciences . . . . . 3 Cr.

**Theology Concentration ( 25 credits)**

- THEO 510/610 Old Testament . . . . 3 Cr.
- THEO 510/610 New Testament . . . . 3 Cr.
- THEO 510/610 Biblical Studies . . . . 3 Cr.
- THEO 530/630 Contemporary Theology 3 Cr.

- THEO 532 Luther and Lutheran Confessional Theology . . . . . 3 Cr.
- THEO 551 Theology of Diaconal Ministry . . . . . 3 Cr.
- THEO 553 Clinical Deaconess Education . . . . . 3 Cr.
- THEO 680 Practicum . . . . . 4 Cr.

**Electives.** Complete 5 credits (approval required).

**CONCENTRATION IN U.S. CULTURE (especially for International Students)**

The U.S. culture concentrations are designed for international students wanting to acquire greater understanding of American culture, ideas, and practices. The program also invites American students wanting to increase their understanding of multicultural perspectives and values. Tracks are offered in:

- 1. Economics and Business
- 2. Humanities and History
- 3. Social, Legal, and Political Systems

The program consists of four core requirements in liberal studies, concentrated study in a particular track, and the capstone experience. The required credits range from 30-33 depending on the student's English language proficiency. For those whose native language is not English, English language speaking and writing support are incorporated into the curriculum.

**Core Requirements (12-15 credits)**

- LS 601-603 English Language Enhancement . . . . . 3 Cr.
- LS 610 Seminar in Humanities . . . . 3 Cr.
- LS 620 Seminar in Social Sciences . . 3 Cr.
- LS 645 Introduction to American Life, Culture, and Art . . . . . 3 Cr.
- LS 650 Religion, Culture, and Value . . 3 Cr.

**Concentration (15 credits)**

Concentrated study consists of five courses focused in one of three tracks: Economics and Business, Humanities and History, or Social, Political, and Legal Systems.

**Economics and Business**

Prerequisite for this track is course work in economics, statistics, and business (12 credits or more). Students lacking this background may incorporate this course work into their program of study by extending their study by one semester.



|   |       |
|---|-------|
| Graduate professional ethics course . . .                 | 3 Cr. |
| Concentration electives (12 credits)                      |       |
| ECON 530 Industrial Organization                          | 3 Cr. |
| ECON 535 Urban Economic Problems . . . . .                | 3 Cr. |
| ECON 537 Public Finance . . . . .                         | 3 Cr. |
| ECON 539 Money and Banking . . .                          | 3 Cr. |
| ECON 560 Economic History of the United States . . . . .  | 3 Cr. |
| LS 590 Topic: International Environment of Business . . . | 3 Cr. |
| LS 590 Topic: Cross Cultural Management . . . . .         | 3 Cr. |
| LS 590 Topic: International Marketing . . . . .           | 3 Cr. |
| LS 590 Topic: Management of Information Systems . . . . . | 3 Cr. |

### History and Humanities

|   |       |
|---|-------|
| One additional LS 610, 640, or 650 . . .  | 3 Cr. |
| Concentration electives (12 credits)  |       |
| Approved courses include ART 520, 521; ECON 360; ED 614; ENGL 565; GEO 574, 610; HIST 521, 522, 523, 524, 525, 593, 594, 636; THEO 524, 567, 568; TTVA 537. |       |

### Social, Political, and Legal Systems

|   |       |
|---|-------|
| One additional LS 620 or LS 650 . . . . .   | 3 Cr. |
| Concentration electives (12 credits)  |       |
| Approved courses include ECON 360; ED 615; GEO 501, 515, 610, 620; POLS 520, 525, 526, 527, 540, 541, 555; SOC 525, 527, 547. |       |

### Capstone (3 credits)

|                                    |       |
|------------------------------------|-------|
| LS 695 Independent Study . . . . . | 3 Cr. |
| LS 698 Study/Travel USA . . . . .  | 3 Cr. |

### INDIVIDUALIZED PROGRAM OF STUDY

Considerable flexibility exists within the MALS program. To enable students to explore their unique interests and educational goals, the opportunity to construct an individualized concentration is available.

Students selecting this option are required to formulate a plan of study which focuses on a particular topic, theme, or other special interest that involves several academic disciplines. Examples of such themes include gender issues and multicultural themes. It is expected that students who are pursuing a specific theme will, when enrolled in their various courses, write their paper on a topic related to their individualized concentration. In the individualized study

option, students may also use 600-level Liberal Studies courses, including independent study (LS 695) or the Liberal Studies Research Project (LS 692) (required for those students who choose the individualized concentration) to meet a required minimum of 18 credits earned in courses at the 600-level.

To be approved for an individualized concentration, the student must meet the following requirements:

1. Have completed 9 credits of graduate study at Valparaiso University at the level of B (B=3.0) or higher;
2. Submit a personal statement describing the proposed concentration theme or topic, explaining how it will fulfill a personal or professional interest;
3. Identify a faculty sponsor who will serve as the student's academic adviser (the academic adviser will normally, but not necessarily, be the faculty supervisor for the required research project);
4. Provide a plan of study to show how the concentration will be completed. The plan must be approved by the student's academic adviser, the Chair of the Master of Arts in Liberal Studies Administrative Committee, and the Dean of Graduate Studies;
5. Complete a research project, normally Liberal Studies 692, as part of the plan.

## Professionalizing a Teaching License

Teachers who intend to use the Master of Arts in Liberal Studies degree to professionalize their licenses should consult with the Coordinator of Graduate Studies in Education concerning their specific programs. A minimum of six semester credits in Education course work is required and must include one foundations course (ED 610, 612, 613, 614, 615, or 616).

## MALS Study/Travel Option

Study and travel abroad is valued for the global perspective that it offers, providing a highly effective way to enhance the liberal education of students. The MALS program emphasizes liberal and interdisciplinary study



Liberal Studies Programs

and therefore the opportunity to incorporate travel/study into the MALS curriculum is provided as an optional capstone experience for students in the program.

MALS students may apply up to 6 credits of study/ travel toward their MALS electives. Enrollment in study/travel requires completion of 9 credits of core seminars and at least 6 credits in the concentration. Study/travel opportunities for MALS students include three options:

1. One-time enrollment for 3 credits in a faculty-sponsored summer study/travel abroad course. These 2-4 week trips require advance reading, a written paper, and a log. Details of the graduate requirement must be worked out for each course individually, but in general graduate students are expected to provide significant depth to their written reports and should relate the content of the report to their area of concentration within the MALS program.
2. Three or six credits of independent study at either or both the Cambridge or Reutlingen Centers, with participation on a space-available basis. MALS students spend a minimum of four weeks at the center for the first 3 credits of academic study. Prior to departure from the U.S., students identify an appropriate faculty sponsor with whom they develop a plan of study. This plan would include goals and objectives, independent travel outside the Center, attendance at lectures at the Centers, etc. During their stay, students could also participate in trips and excursions planned for the other residential students if approved by the Center Director. Students enrolling for 6 credits have the option of continuing study at the same Center or of transferring to the alternate Center for four weeks. In addition, these students may propose approved independent travel as a component of their overall plan. A travel log detailing events, sights, and information and an extended paper (20-25 pages), both related to the original plan of study, will constitute the basis for academic evaluation for each 3 hours of credit. Both the Dean and the Director of International Studies must approve the program.

3. One credit of course intensification through study/travel. With the permission of the instructor, MALS students may intensify an appropriate Valparaiso University graduate level course with 1 credit study/travel involving residency at the Cambridge or Reutlingen Centers. Prior to departure and with the assistance of the instructor, the student must develop a program of study that includes goals and objectives, plans for independent travel during the trip, attendance at lectures at the Centers, etc. The student spends a minimum of two weeks at the study center, but may include independent travel beyond the stay to fulfill the course intensification requirement. A written project is required. Both the Dean and the Director of International Studies must approve the program.

Post MALS Certificates

Students who have earned an MALS or comparable master of arts degree may add a second concentration by earning additional credits as specified below. Half the credits must be taken at the 600 level. The additional credits will be transcribed as a post-master's certificate on the student's record.

|                                 |           |
|---------------------------------|-----------|
| English . . . . .               | 15 Cr.    |
| History . . . . .               | 15 Cr.    |
| Human Behavior and Society . .  | 15 Cr.    |
| Theology . . . . .              | 15 Cr.    |
| Theology and Ministry . . . . . | 24 Cr.    |
| Ethics, Values, and Society . . | 17-18 Cr. |

For the Theology and Ministry and the Ethics, Values and Society certificates, the credits must be distributed as in the MALS concentration for that area.

Administration of MALS Programs

The Master of Arts in Liberal Studies program is administered by an MALS Administrative Council, composed of three graduate faculty and the Dean of Graduate Studies. The Administrative Council is appointed by the Dean of Graduate Studies.



# Music Program

## MASTER OF MUSIC

This 32-hour program is intended for church musicians who wish to continue their professional studies at the graduate level in the area of organ or choral specialization. An appropriate bachelor's degree in music is a prerequisite.

In addition to the admission procedures of the Graduate Division, students must perform (or submit on videotape) an audition in their principal performing medium (either organ or voice) and have GRE music scores reported to Valparaiso University. Auditions are scheduled through the Music Department office. Requirements concerning student performance, concert attendance, ensemble participation and other matters that concern Master of Music candidates are given in the *Handbook for Music Students*, which is available in the Music Department office.

Students whose undergraduate degrees are not those specified as prerequisite for each of the concentrations may be required to take certain preparatory undergraduate courses, which will not apply to the Master of Music degree.

The recital or lecture-recital and the final written or oral examination required for the Master of Music degree are under the jurisdiction of the Department of Music and application for executing these requirements must be made to the Chair of the Department of Music.

The master's degree program in music must include at least half of the required music courses at the 600 level.

## CONCENTRATIONS IN CHURCH MUSIC, ORGAN AND CHORAL

### Core Requirements (12 credits)

|  |       |
|--|-------|
| MUS 563 Twentieth Century Techniques                 | 3 Cr. |
| MUS 564 Studies in Counterpoint                      | 3 Cr. |
| MUS 607 Introduction to Research<br>and Bibliography | 3 Cr. |
| MUS 608 Seminar in Music History                     | 3 Cr. |

Students' undergraduate curricula must include successful completion of four semesters of undergraduate music theory (12 credits or equivalent). It must also include successful completion of two semesters of undergraduate music history (6 credits or equivalent).

Regardless of omitted or waived courses, the minimum number of credit hours required for the degree is 32.

Topics in Music 608 will vary from one semester to another.

### Organ Specialization (20 credits)

The prerequisite for this concentration is a Bachelor of Music in organ or church music.

|                                  |       |
|----------------------------------|-------|
| MUS 515 Liturgical Organ Playing | 2 Cr. |
| MUS 550 Choir                    | 2 Cr. |
| MUS 573 Church Music             | 4 Cr. |
| MUS 603 Organ Improvisation      | 2 Cr. |
| MUS 603 Performance (organ)      | 4 Cr. |
| MUS 692 Research Project         | 3 Cr. |
| Elective (500 or 600 level)      | 3 Cr. |

Additional requirements:

1. Recital or lecture-recital.
2. Final oral examination on the history, literature, and practice of church music.
3. Participation in the music of the University Chapel of the Resurrection serves as a practicum (noncredit).
4. Students are encouraged, but not required, to choose as their required elective THEO 555, Principles and Forms of Worship (3 Cr.).

### Choral Specialization (20 credits)

The prerequisite for this concentration is a Bachelor of Music in voice, choral conducting, or church music.

|   |       |
|---|-------|
| MUS 513 Advanced Conducting                               | 2 Cr. |
| MUS 573 Church Music                                      | 4 Cr. |
| MUS 603 Performance (voice)                               | 6 Cr. |
| MUS 550 Choir   | 2 Cr. |
| MUS 692 Research Project (in the<br>area of church music) | 3 Cr. |
| Elective (500 or 600 level)                               | 3 Cr. |

Additional requirements:

1. Recital or lecture-recital.
2. Final oral examination on the history, literature, and practice of church music.
3. Participation in the music of the University Chapel of the Resurrection serves as a practicum (noncredit).
4. Students are encouraged, but not required, to choose as their required elective THEO 555, Principles and Forms of Worship (3 Cr.).
5. Students must pass a diagnostic Conducting Exam or take MUS 313, Intermediate Conducting, as a prerequisite for MUS 513, Advanced Conducting.



# Nursing Programs

## MASTER OF SCIENCE IN NURSING, PARISH NURSE OPTION, AND POST-MASTERS FAMILY NURSE PRACTITIONER PROGRAM

The College of Nursing prepares beginning and advanced practitioners of nursing and provides an educational base for advanced study and professional development.

**Master of Science in Nursing.** The Master of Science program of study prepares advanced practice nurses as Clinical Specialists. In the advanced practice role as advanced caregiver, researcher, educator, leader, consultant, and lifelong learner, the nurse interacts with persons within the health care system in three levels of prevention: primary, secondary, and tertiary. The health care system is influenced socially, culturally, economically, ethically, legally, and politically. The nurse perceives persons holistically as biophysical, psychological, social, cultural, and spiritual individuals, families, and communities who are in constant interaction with their internal and external environments. Interaction with the environment influences the person's health and participation in health maintenance, restoration, and rehabilitation.

The Master of Science in Nursing degree features a major in Advanced Practice Nursing. At the completion of the 36-credit program, the graduate will be able to:

1. Provide independent and collaborative comprehensive nursing care at the primary, secondary, and tertiary levels of prevention based on the integration of theoretical and empirical knowledge.
2. Participate in the research process and integrate research findings into advanced practice nursing.
3. Stimulate and channel social, cultural, economic, ethical, legal, and political change as a nursing leader within the health care delivery system.
4. Synthesize theoretical and empirical knowledge as a consultant and educator to meet comprehensive health care needs.
5. Engage in scholarship, creativity, and critical thinking as a lifelong learner for the advancement of professional nursing.

**Admission.** Students applying to the MSN program must submit the following materials:

1. A completed Master of Science in Nursing application form.
2. Transcripts from an accredited baccalaureate nursing program.
3. Evidence of Indiana Registered Nurse license.
4. Evidence of having completed a health assessment course, a research course, and a statistics course.
5. An essay relating graduate study to professional goals.

**Advising.** All advising in the Master of Science in Nursing program and the Post-Masters Family Practitioner program is done by the Dean of the College of Nursing. Students must be admitted to the College of Nursing prior to enrolling in clinical nursing courses.

**Nursing Liability Insurance – \$22.00 (Family Nurse Practitioner \$85.00).** In connection with the clinical practice component of the nursing program, all students in the College of Nursing, beginning with their first clinical course, must secure professional liability insurance provided by the University.

## Master of Science in Nursing

### Core Requirements (21 credits)

|  |       |
|--|-------|
| BIO 590 Advanced Physiology and Pathophysiology                | 3 Cr. |
| NUR 601 Role of the Advanced Practice Nurse                    | 3 Cr. |
| NUR 605 Advanced Health Assessment                             | 3 Cr. |
| NUR 606 Pharmacologic Principles for Advanced Practice Nursing | 3 Cr. |
| NUR 682 Nursing Theory for Advanced Practice                   | 3 Cr. |
| NUR 684 Research Methods in Advanced Practice Nursing          | 3 Cr. |
| NUR 686 Synthesis of Theory, Research and Advanced Practice    | 3 Cr. |

### SPECIALTY AREA REQUIREMENTS

Choose one of the following two concentrations:



**Women's and Children's Health (12 credits)**

- NUR 620 Primary Prevention in Advanced Women's and Children's Health Nursing . . . . . 3 Cr.
- NUR 622 Primary/Secondary Prevention in Advanced Women's and Children's Health Nursing . . . . . 3 Cr.
- NUR 624 Primary/Secondary/Tertiary Prevention in Advanced Women's and Children's Health Nursing . . . . . 6 Cr.

**Adult Health Nursing (12 credits)**

- NUR 630 Primary Prevention in Advanced Adult Health Nursing . . . . . 3 Cr.
- NUR 632 Primary/Secondary Prevention in Advanced Adult Health Nursing . . 3 Cr.
- NUR 634 Primary/Secondary/Tertiary Prevention in Advanced Adult Health Nursing . . . . . 6 Cr.

**Elective Requirement . . . . . 3 Cr.****Total Degree Requirements . 36 Cr.****Course Sequencing Requirements.**

Role of the Advanced Practice Nurse (NUR 601), Nursing Theory for Advanced Practice (NUR 682), and Advanced Physiology and Pathology (BIO 590) must precede or be taken concurrently with Primary Prevention in Advanced Women's and Children's Health Nursing (NUR 620) or Primary Prevention in Advanced Adult Health Nursing (NUR 630).

Advanced Health Assessment (NUR 605) must precede or be taken concurrently with Primary/Secondary Prevention in Advanced Women's and Children's Health Nursing (NUR 622) or Primary/Secondary Prevention in Advanced Adult Health Nursing (NUR 632).

Pharmacologic Principles for Advanced Practice Nursing (NUR 606) must precede or be taken concurrently with Primary/Secondary Prevention in Advanced Women's and Children's Health Nursing (NUR 622) or Primary/Secondary Prevention in Advanced Adult Health Nursing (NUR 632).

Nursing Theory for Advanced Practice (NUR 682) must precede or be taken concurrently with Research Methods in Advanced Practice Nursing (NUR 684).

Synthesis of Theory, Research, and Advanced Practice (NUR 686) must be taken concurrently with or follow Primary/Secondary Tertiary Prevention in Advanced Women's and Children's Health Nursing (NUR 624) or Primary/Secondary/Tertiary Prevention in Advanced Adult Health Nursing (NUR 634).

**Parish Nurse Option**

Through a ministry to the whole person, the clinically experienced, spiritually motivated parish nurse seeks to help members of the local congregation or parish to interconnect body, mind, and spirit toward the goal of health and well-being. The parish nurse who has graduated from Valparaiso University's College of Nursing graduate program serves within a religious and advanced practice nurse framework as a health educator, a personal health counselor, a referral source and liaison to health related community resources and services, a facilitator in organizing support groups and in recruiting, teaching, and supervising congregation volunteers, and a clarifier of the close relationship between faith and health.

A graduate student pursuing education related to parish nursing at Valparaiso University's College of Nursing, will, with supervision, be placed into a church, parish, or other parish-related areas appropriate to the student's specialty concentration. To receive recognition by the College of Nursing that the student's graduate studies have included a parish nurse foundation, the student must complete one appropriate 500-level, three-credit theology course or NUR 590 Health Care in a Context of Faith.

**Post-Masters Family Nurse Practitioner**

**Purpose and Objectives.** The Post-Masters Family Nurse Practitioner program prepares nurses to deliver primary care to individual clients and/or families of varying ages in a variety of settings. The program emphasizes health promotion, prevention of illness, maintenance of health status and management of acute episodic and stable chronic conditions.

The objectives of the program are to:

1. Formulate independent and collaborative comprehensive nursing care at the primary, secondary, and tertiary levels of prevention based on the integration of advanced theoretical and empirical knowledge as a family nurse practitioner.
2. Incorporate research findings into the management of client health and



Nursing Programs

- illness status as a family nurse practitioner.
- 3. Foster social, cultural, economic, ethical, legal, and political change as a family nurse practitioner.
- 4. Synthesize advanced theoretical and empirical knowledge as a consultant and educator to meet comprehensive health care needs as a family nurse practitioner.
- 5. Engage in scholarship, creativity, and critical thinking as a lifelong learner for the advancement of family nurse practitioner role.

**Admission.** Students who hold the Master of Science in Nursing (MSN) degree and are pursuing the Post-Master's Family Nurse Practitioner program must submit the following items:

- 1. A completed Post MSN/FNP application form.
- 2. Official transcript from an accredited MSN program.
- 3. Essay of approximately 250 words that relates graduate study to the applicant's professional goals.
- 4. Evidence of Registered Nurse Licensure.
- 5. Evidence of Health Assessment background, if not listed as a separate course on transcript (e.g., letters from college if it was integrated; copy of health assessment continuing education course).

VU graduates who completed the MSN program under the 1996-97 catalog or later may be admitted directly into the Post MSN/FNP program. Students must be officially admitted to the Family Nurse Practitioner program prior to enrolling in NUR 708.

**Program Requirements.** The Post-Masters Family Nurse Practitioner program is only available to students who have been admitted into the Master of Science in Nursing program or who have already completed the Master of Science in Nursing degree. Post MSN/FNP students must meet the admission and progression requirements of the University Graduate Catalog.

Students who have already earned the Master of Science in Nursing degree may complete the Post-Masters Family Nurse Practitioner program with an additional 32 credit hours. The following courses BIO 590 or NUR 606; NUR 601, NUR 682, and NUR 686 may be waived only if the applicant's transcript indicates that the required course or its equivalent has already been taken. The remaining courses must be taken in residence with a minimum of 20 credits. A letter of completion will be awarded to students who have successfully completed the Post MSN/FNP program with at least a 3.00 grade point average for all course work done at the University. Only one grade of B- or lower may be replaced by retaking a course. No course may be repeated more than once.

Curriculum (32 credits)

|   |       |
|---|-------|
| BIO 590 Advanced Physiology and Pathophysiology . . . . .                       | 3 Cr. |
| NUR 601 Role of the Advanced Practice Nurse . . . . .                           | 3 Cr. |
| NUR 605 Advanced Health Assessment . . . . .                                    | 3 Cr. |
| NUR 606 Pharmacological Principles for Advanced Practice Nursing . . . . .      | 3 Cr. |
| NUR 682 Nursing Theory for Advanced Practice . . . . .                          | 3 Cr. |
| NUR 686 Synthesis of Theory, Research and Advanced Practice . . . . .           | 3 Cr. |
| NUR 707 Management of Client Health and Illness Status I . . . . .              | 3 Cr. |
| NUR 708 Clinical Application of the Family Nurse Practitioner Role I . . . . .  | 4 Cr. |
| NUR 709 Management of Client Health and Illness Status II . . . . .             | 3 Cr. |
| NUR 710 Clinical Application of the Family Nurse Practitioner Role II . . . . . | 4 Cr. |

ACCREDITATION

Valparaiso University College of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE); One DuPont Circle, NW, Suite 530, Washington, DC, 20036-1120; Tel: 202.887.8476; [aacn.nche.edu](http://aacn.nche.edu).



# Psychology Programs

## **MASTER OF ARTS IN COUNSELING, MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING, AND JOINT LAW (J.D.) AND PSYCHOLOGY (M.A.) PROGRAM**

The Counseling and Clinical Mental Health Counseling concentrations have slightly different purposes and sets of requirements. Applicants generally apply to and are accepted into the Counseling program. Then, depending on their career objectives and resources, they are advised during the first year into one concentration or the other.

Both concentrations are designed to provide advanced education and professional training in: human development, biological and learned bases of behavior, social and cultural foundations of counseling, counseling theory and practice, group processes, life-style and career development, appraisal, research and program evaluation, professional roles and ethics, mental health counseling foundations, contextual dimensions of counseling, and practical/clinical skills for counseling. The program may be particularly appropriate for persons who ultimately intend to work in the counseling field or who intend to pursue doctoral work in psychology.

Students expecting to use the Master of Arts degree to meet requirements for certification or licensure as a counselor will need to plan carefully their program of study to meet applicable requirements. Depending on the laws and regulations of the state issuing the license, students may need to complete additional hours as part of their degree program or take specific courses that are offered as electives. The program is not designed to necessarily meet licensure and/or certification requirements of every state or organization.

During the first semester of the program, it is the students' responsibility to obtain a copy of the certification/licensure laws and regulations from the state(s) where they plan to practice. Students should also meet with an academic adviser to discuss a course of study which may suitably prepare them for the licensure process.

Beginning in the second year of training, students select practicum training in a setting related to their professional interests.

Students are required to pass a comprehensive review prior to registration for practicum credits. This review covers both the knowledge base and practical skills required of individuals who will work as practitioners in the behavioral sciences. Individuals who fail this review will be required to complete a program designed to remediate any deficiencies evident from the review. After completion of the remediation, students undergo another review to determine their readiness for practicum work. Students who successfully complete their practicum and who are in good standing in the program may enroll in the internship.

Students may also choose to complete a thesis. Qualifying individuals must complete 3 credits of Masters Research Proposal (PSY 698) and 3-6 credits of Masters Research and Thesis (PSY 699). Up to 9 credits may be applied toward the elective course requirement.

Required courses in the program are customarily offered during the late afternoon or evening to accommodate individuals who are employed while attending classes. Students with significant outside commitments may take courses on a part-time basis. A normal part-time course load is two courses (6 credit hours) per semester during the regular academic year, and one course (3 credit hours) during a summer session.

## **Master of Arts with a Concentration in Counseling**

The counseling concentration is a 48-semester hour program. Eleven core courses (33 credit hours), three elective courses (9 credit hours), and experiential training (practicum and internships—6 credit hours) comprise the curriculum. The experiential training includes 700 clock hours; students may elect to complete an advanced internship to reach a total of 1000 clock hours.

### **Core Requirements (33 credits)**

|   |       |
|---|-------|
| PSY 525 Social and Cultural Bases of Behavior | 3 Cr. |
| PSY 570 Psychological Testing and Appraisal   | 3 Cr. |



## Psychology Programs

|   |       |
|---|-------|
| PSY 602 Research Methods in Psychology                              | 3 Cr. |
| PSY 620 Human Development: Biological and Learned Bases of Behavior | 3 Cr. |
| PSY 630 Child Psychopathology                                       | 3 Cr. |
| PSY 640 Adult Psychopathology                                       | 3 Cr. |
| PSY 660 Counseling Theories and Practice                            | 3 Cr. |
| PSY 662 Counseling Processes  | 3 Cr. |
| PSY 664 Career Counseling: Appraisal and Intervention               | 3 Cr. |
| PSY 668 Group Counseling  | 3 Cr. |
| PSY 693 Issues/Ethics in Counseling                                 | 3 Cr. |

### Experiential Training (6 credits)

|                               |       |
|-------------------------------|-------|
| PSY 685 Counseling Practicum  | 3 Cr. |
| PSY 686 Counseling Internship | 3 Cr. |

### Electives (9 credits)

|   |         |
|---|---------|
| PSY 530 Child and Adolescent Development                          | 3 Cr.   |
| PSY 532 Psychology of Adulthood and Aging                         | 3 Cr.   |
| PSY 535 Psychology of Personality                                 | 3 Cr.   |
| PSY 545 Health Psychology   | 3 Cr.   |
| PSY 550 Human Cognition   | 3 Cr.   |
| PSY 590 Special Topics in Psychology (with departmental approval) | 1-3 Cr. |
| PSY 671 Intellectual Assessment                                   | 3 Cr.   |
| PSY 674 Assessment of Social and Emotional Functioning            | 3 Cr.   |
| PSY 686 Counseling Internship                                     | 3 Cr.   |
| PSY 688 Advanced Counseling Internship                            | 3 Cr.   |
| PSY 690 Special Topics in Psychology                              | 3 Cr.   |
| PSY 691 Topics in Counseling and Clinical Psychology              | 3 Cr.   |
| PSY 692 Research Project  | 3 Cr.   |
| PSY 694 Advanced Seminar in Psychology                            | 3 Cr.   |
| PSY 695 Independent Study   | 3 Cr.   |
| PSY 696 Advanced Clinical Reading                                 | 1-3 Cr. |
| PSY 697 Advanced Clinical Case Conference                         | 1-3 Cr. |
| PSY 698 Masters Research Proposal                                 | 3 Cr.   |
| PSY 699 Masters Research Thesis                                   | 3 Cr.   |

## Master of Arts with a Concentration in Clinical Mental Health Counseling

The Clinical Mental Health Counseling concentration is a 60-credit hour program appropriate for persons who plan to seek licensure in Indiana (or states with similar statutes) as a mental health counselor.

Eleven core courses (33 credit hours), six elective courses (18 credit hours), and experiential training (practicum, internship, and advanced internship—9 credit hours) comprise the curriculum. The experiential training includes 1000 clock hours.

### Core Requirements (33 credits)

|   |       |
|---|-------|
| PSY 525 Social and Cultural Bases of Behavior                       | 3 Cr. |
| PSY 570 Psychological Testing and Appraisal                         | 3 Cr. |
| PSY 602 Research Methods  | 3 Cr. |
| PSY 620 Human Development: Biological and Learned Bases of Behavior | 3 Cr. |
| PSY 630 Child Psychopathology                                       | 3 Cr. |
| PSY 640 Adult Psychopathology                                       | 3 Cr. |
| PSY 660 Counseling Theories and Practices                           | 3 Cr. |
| PSY 662 Counseling Processes  | 3 Cr. |
| PSY 664 Career Counseling: Appraisal and Intervention               | 3 Cr. |
| PSY 668 Group Counseling  | 3 Cr. |
| PSY 693 Seminar in Professional Issues and Ethics                   | 3 Cr. |

### Experiential Training (9 credits)

|  |       |
|--|-------|
| PSY 685 Counseling Practicum           | 3 Cr. |
| PSY 686 Counseling Internship          | 3 Cr. |
| PSY 688 Advanced Counseling Internship | 3 Cr. |

### Electives (18 credits)

At least six elective courses must be selected from those listed below.

|   |               |
|---|---------------|
| PSY 530 Child and Adolescent Development                          | 3 Cr.         |
| PSY 532 Psychology of Adulthood and Aging                         | 3 Cr.         |
| PSY 535 Psychology of Personality                                 | 3 Cr.         |
| PSY 545 Health Psychology   | 3 Cr.         |
| PSY 550 Human Cognition   | 3 Cr.         |
| PSY 590 Special Topics in Psychology (with departmental approval) | 1-3 Cr.       |
| PSY 671 Intellectual Assessment                                   | 3 Cr.         |
| PSY 674 Assessment of Social and Emotional Functioning            | 3 Cr.         |
| PSY 690 Special Topics in Psychology                              | 3 Cr.         |
| PSY 691 Topics in Counseling and Clinical Psychology              | 3 Cr.         |
| PSY 692 Research Project  | 3 Cr.         |
| PSY 694 Advanced Seminar in Psychology                            | 3 Cr.         |
| PSY 695 Independent Study   | 1-3 Cr.       |
| PSY 696 Advanced Clinical Reading                                 | 1-3 Cr.       |
| PSY 697 Advanced Clinical Case Conference                         | 1-3 Cr.       |
| PSY 698 Masters Research Proposal                                 | 3 Cr.         |
| PSY 699 Masters Research Thesis                                   | 3 Cr.         |
| <b>Total</b>  | <b>21 Cr.</b> |



**Admission.** In addition to admission into the Graduate Division, each prospective student must be accepted into the Counseling or Clinical Mental Health Counseling concentration. Applicants should complete the supplemental Counseling application form. A minimum 3.00 (B = 3.0) overall grade point average for all undergraduate work is required. Applicants are expected also to have completed at least 15 semester hours with a minimum 3.00 grade point average in the socio/behavioral sciences (psychology, sociology, social work, human development, or other closely related fields), including courses in introductory psychology and statistics. The student must have taken the statistics course within five years of acceptance into the program and must have earned a grade of B or better. Applicants who lack appropriate background in these areas either may not be admitted or may be required to take additional courses to provide a sufficient knowledge base for successful professional development in the program. Letters of recommendation, employment and volunteer work, and a personal statement also are carefully considered by the admissions committee. Additional information, like GRE or MAT scores, may be provided but are not required of applicants. Finally, due to the highly responsible nature of counseling and various certification requirements, it is expected that students admitted to this program exhibit and are committed to high ethical standards. The deadline for priority consideration is March 1.

A Student Handbook is maintained by the Psychology Department and contains other information and procedures related to the program and the admissions process. Those interested should obtain a copy of the Handbook and the application materials by contacting the Graduate Division.

## Joint Law (JD) and Psychology (MA) Programs

Aspects of legal practice often involve a psychological dimension, including nuanced interviewing, empathy for clients, inferring motivation, predicting behavior, selecting juries, and understanding psychological reports and testimony.

Two JD/MA options enabling graduate study in psychology are offered through

collaboration between Valparaiso University's Graduate Division and Law School. Each option provides a different level of psychological competency relevant to legal practice. Because a limited amount of course work for each degree may apply toward the other, the total number of credits required for the JD/MA is substantially less than that required for both degrees individually.

### JD/MA PSYCHOLOGY

The JD/MA Psychology augments the JD with a 30-credit MA in psychology. This program requires a total of 108 credits for both degrees and provides a general foundation in theories of personality and counseling. Course work in professional issues and ethics for mental health counselors, as well as integrative work in law and psychology, is also required. This program is suited for law students whose practice may require understanding of and sensitivity to psychosocial issues (family law, mental health, children, the elderly, social services, etc.), but may also benefit others planning to work in settings where an understanding of human behavior is advantageous. This degree does **not** prepare students as mental health professionals.

### JD/MA CLINICAL MENTAL HEALTH COUNSELING

The JD/MA Clinical Mental Health Counseling (CMHC) is intended for law students who are interested in becoming licensed mental health counselors in the state of Indiana or other states offering the licensure option. This program combines the 80-credit JD with a 60-credit MA CMHC. Because each degree recognizes course work completed for the other, the total credits amount to 132. This program serves students having a variety of goals related to the growing integration of law and psychology, including:

1. Legal practice with a focus in mental health and social service (e.g., legal expert for mental health centers).
2. Mental health and social service administration where understanding of the law and ability to interact with legal systems is required (e.g., director of a social service agency).
3. Government employment dealing with regulatory procedures and laws that



## Psychology Programs

impact mental health and social service agencies, professionals, and clients.

4. Legal work for national, regional, or state mental health organizations and associations.
5. Understanding of issues pertinent to the practice and enhancement of mediation using standard counseling techniques.
6. Positions that, for whatever reason, require credibility within the mental health professions.

### PLAN OF STUDY

Law School students may begin course work in psychology as early as the summer following their first year. The JD and MA degrees need not be awarded simultaneously; rather they are presented when the requirements for each degree are fulfilled. The MA Psychology degree typically adds 1-2 semesters to the JD degree, although with careful planning, it can be completed within the 3-year law program by combining summer course work with selected courses in psychology during the fall and spring semesters of years 2 and 3. Students in the MA CMHC degree program should plan a minimum of 3 additional semesters beyond the third year of law school.

### ADMISSION REQUIREMENTS

Admission to either joint degree program requires admission to the Valparaiso University Law School. Applicants may apply simultaneously to the MA program and the Law School using a single application form. In addition to a completed application and \$40.00 fee, applicants must have an undergraduate grade point average of 3.00, submit an essay relating their professional goals to law and psychology, and submit at least two letters written on their behalf.

Applicants to the JD/MA Psychology program must have at least 6 credits of prior course work in psychology in order to enter the program. Applicants to the JD/MA CMHC program must have at least 15 credits of graduate or undergraduate study (equivalent to a minor) with a minimum 3.00 grade point average in the social and behavioral sciences (psychology, sociology, social work, human development, or other closely related fields). Prior course work

must include introductory psychology and statistics.

Because the number of positions in both JD/MA programs is limited, applications received by April 15 will be given priority for fall semester admission. Furthermore, presenting the minimum credentials as listed above does not guarantee admission into the program. Applications received after April 15 will be considered on a space-available basis.

### JD/MA PSYCHOLOGY CURRICULUM

In addition to meeting the JD requirements:

#### **Core requirements . . . . . 15 Cr.**

|   |         |
|---|---------|
| PSY 660 Counseling Theories and Practices . . . . .       | 3 Cr.   |
| PSY 693 Issues/Ethics in Counseling . . . . .             | 3 Cr.   |
| PSY 700 Law and Psychology: Integrative Project . . . . . | 3 Cr.   |
| Six credits from the following:                           |         |
| LAW 485 Family Law . . . . .                              | 3 Cr.   |
| LAW 486 Law and Health Care Process . . . . .             | 3 Cr.   |
| LAW 487 Elder Law . . . . .                               | 3 Cr.   |
| LAW 488 Selected Topics in Elder Law . . . . .            | 2 Cr.   |
| LAW 495B Children and the Law . . . . .                   | 3 Cr.   |
| LAW 495K Alternative Dispute Resolution . . . . .         | 3 Cr.   |
| LAW 651 Pretrial Skills . . . . .                         | 3 Cr.   |
| LAW 662 Legal Clinic . . . . .                            | 2-3 Cr. |

#### **Electives in Psychology . . . . 15 Cr.**

Up to two 500 level psychology courses (6 credits) may count toward the MA program requirements. Three credits of PSY 695 (Independent Study) may count toward the MA program requirements. Up to six of the following 600 level courses (18 credits) may count toward the MA program requirements:

|  |        |
|--|--------|
| PSY 602 Research Methods . . . . .   | 3 Cr.  |
| PSY 620 Human Development: Biological and Learned Bases of Behavior . . . . .                        | 3 Cr.  |
| PSY 630 Child Psychopathology . . . . .  | 3 Cr.  |
| PSY 640 Adult Psychopathology . . . . .  | 3 Cr.  |
| PSY 662 Counselling Processes . . . . .  | 3 Cr.  |
| PSY 691 Topics in Counseling and Clinical Psychology (with permission of Department Chair) . . . . . | 3 Cr.  |
| PSY 693 Issues/Ethics in Counseling . . . . .  | 3 Cr.  |
| PSY 694 Advanced Seminar in Psychology . . . . .   | 3 Cr.  |
| PSY 695 Independent Study (no more than 3 credits) . . . . .   | 3 Cr.  |
| Total . . . . .  | 18 Cr. |



### JD/MA CMHC CURRICULUM

In addition to meeting the JD requirements:

#### Core Requirements . . . . . 36 Cr.

|   |       |
|---|-------|
| PSY 525 Social and Cultural Basis<br>of Behavior . . . . .                          | 3 Cr. |
| PSY 570 Psychological Testing and<br>Appraisal . . . . .                            | 3 Cr. |
| PSY 602 Research Methods in<br>Psychology . . . . .                                 | 3 Cr. |
| PSY 620 Human Development:<br>Biological and Learned Bases<br>of Behavior . . . . . | 3 Cr. |
| PSY 630 Child Psychopathology . . . .   | 3 Cr. |
| PSY 640 Adult Psychopathology . . . .   | 3 Cr. |
| PSY 660 Counseling Theories and<br>Practices . . . . .                              | 3 Cr. |
| PSY 662 Counseling Processes . . . . .  | 3 Cr. |
| PSY 664 Career Counseling: Appraisal<br>and Intervention . . . . .                  | 3 Cr. |
| PSY 668 Group Counseling . . . . .  | 3 Cr. |
| PSY 693 Professional Issues and<br>Ethics . . . . .                                 | 3 Cr. |
| PSY 700 Law and Psychology:<br>Integrative Project . . . . .                        | 3 Cr. |

#### Experiential Training . . . . . 9 Cr.

One practicum, one internship, and one advanced internship must be completed. Select law clinics and externships **may** substitute for the counseling practicum with the approval of the Psychology Department.

#### Electives . . . . . 15 Cr.

Law: 6 credits from the following:

|  |         |
|--|---------|
| LAW 485 Family Law . . . . .                         | 3 Cr.   |
| LAW 486 Law and Health Care<br>Process . . . . .     | 3 Cr.   |
| LAW 487 Elder Law . . . . .                          | 3 Cr.   |
| LAW 488 Selected Topics in Elder<br>Law . . . . .    | 2 Cr.   |
| LAW 495B Children and the Law . . . .                | 3 Cr.   |
| LAW 495K Alternative Dispute<br>Resolution . . . . . | 3 Cr.   |
| LAW 651 Pretrial Skills . . . . .                    | 3 Cr.   |
| LAW 662 Legal Clinic . . . . .                       | 2-3 Cr. |

Psychology: 9 credits from the list of approved courses (see Electives for JD/MA Psychology curriculum).





# Application and Admission

## ADMISSION

**General Requirements.** Admission requirements vary depending on the applicant's degree status and the program to which the applicant is seeking admission. All graduate study requires that an applicant have graduated from an accredited college or university and have a standing of 3.00 (B) in all undergraduate or graduate work undertaken. An applicant whose native language is not English is required to submit a TOEFL score of 550 (or 213 computer-based version). Students who do not meet these requirements but have reason to believe that they can succeed in and benefit from graduate study will be considered on an individual basis and, if appropriate, admitted conditionally. When an admission is made conditionally with the stipulation of a certain number of credits at the level of B or better, all credit must be earned at Valparaiso University.

Admission requirements (beyond those of the Graduate Division) for specific graduate programs are provided under descriptions of those programs in this catalog. Specific requirements for different admission statuses are given below. The Graduate Division Office will provide comprehensive application packets, including a complete list of the admission requirements for both the Graduate Division and the specific graduate program in response to an application request. On-line applications may be submitted through the Graduate Division website <<http://www.valpo.edu/gce/>>. All application materials, including transcripts, become part of the records of Valparaiso University.

## DEGREE-SEEKING STUDENTS

Admission to the Graduate Division is approved by the Dean of Graduate Studies following receipt of the following materials:

1. A completed application form.
2. Graduate application fee of \$30.00.
3. Official transcripts of all previous undergraduate and graduate work.
4. A reflective essay of 250-350 words indicating the student's reasons for pursuing a graduate degree and the relationship of graduate study to any professional goals.

5. Two or three letters of recommendation depending on the choice of program. Recommendation forms for each degree are available from the Office of Graduate Studies. Persons writing the recommendations should not be related to the applicant. Applicants holding an undergraduate degree from Valparaiso University and applying for the Master of Arts in Liberal Studies, Master of Education, Master of Science in Special Education, Master of Music, or the Master of Science in Nursing degrees need only one letter of recommendation, which should be from either the student's undergraduate adviser or department chair.

## NON-DEGREE SEEKING STUDENTS

Students wishing to take graduate courses at Valparaiso University, but not seeking a degree, must still be admitted to the Graduate Division. Requirements are a completed application form, the \$30.00 application fee, and an official transcript of the undergraduate degree. Letters of recommendation are not necessary. Non-degree seeking Education and Special Education students must complete all of the admission requirements for degree-seeking students with the exception that a GRE or MAT score is not required. Students should be aware that not more than 9 credits earned as a non-degree student may apply toward a degree program. Students who wish to change to degree-seeking status must complete all application and admission requirements for the degree program to which they are seeking admission.

## VISITING STUDENTS

Students enrolled in graduate degree-seeking programs at other accredited colleges and universities may take graduate courses at Valparaiso University with the intention of transferring such credits to their degree programs. Visiting students must complete the Valparaiso University application for admission to the Graduate Division, remit the \$30.00 application fee,



and submit a statement from their faculty adviser at the degree institution verifying their enrollment and good standing as degree-seeking students.

### **SPECIAL ADMISSION FOR UNDERGRADUATE STUDENTS**

Undergraduate seniors at Valparaiso University who have a standing of at least 3.00 in all work and a standing of at least 3.00 in all the work taken in their major field, and who need only nine or fewer semester hours of credit in their last undergraduate semester to meet the requirements for the baccalaureate degree, may be granted provisional admission to the graduate program. Students who have been granted such admission will be permitted to enroll for a maximum of 12 semester hours of combined graduate and undergraduate credit

during their last semester. These credits must include those necessary to meet their undergraduate degree requirements. During each six-week summer session, students with nine or fewer credits needed to meet the requirements for a baccalaureate degree may take a total of six credit hours, of which three may be at the graduate level. Courses taken for graduate credit may not be counted toward fulfilling the requirements for a baccalaureate degree.

### **ADVISING**

Once admitted to the Graduate Division, degree students are assigned an adviser according to the selected area of academic concentration. Most graduate programs maintain a student handbook which provides detailed information regarding the requirements and policies for the program.





# Academic Policies

## GRADING SYSTEM AND QUALITY POINTS

The course grades reported and recorded in the Registrar's Office are as follows. The corresponding number of quality points per credit hour are also indicated.

| Grade |                       | Quality Points/Cr. |
|-------|-----------------------|--------------------|
| A     | excellent             | 4.0                |
| A-    |                       | 3.7                |
| B+    |                       | 3.3                |
| B     |                       | 3.0                |
| B-    |                       | 2.7                |
| C+    |                       | 2.3                |
| C     |                       | 2.0                |
| C-    |                       | 1.7                |
| D+    |                       | 1.3                |
| D     |                       | 1.0                |
| D-    |                       | 0.7                |
| F     | failure               | 0.0                |
| I     | incomplete            |                    |
| W     | authorized withdrawal |                    |

**All students, degree and non-degree seeking, must maintain a grade point average of 3.00 (B = 3.00) in all graduate work undertaken at Valparaiso University.**

Students whose cumulative grade point average falls below a 3.00 may be dropped from graduate studies if a 3.00 grade point average is not reestablished within one academic year.

Students who have been dropped from the graduate program may petition for readmission, usually after having discontinued their studies for a semester or longer. Readmission will usually be on a non-degree seeking status. After reestablishing good standing, the student may apply for readmission to candidacy status.

**Grades A through C** generate semester credits and quality points in meeting degree requirements, but no more than three semester credit hours of C or C+ may be counted toward meeting degree requirements. Grades of C- and below do not constitute credit toward the degree, but are included on the student's transcript and are calculated into the student's official cumulative grade point average.

A student who receives a grade of C+ or lower in a second course is placed on academic probation and receives an official

notice from the Graduate Office. The student must replace one of these grades within one academic year or will be dropped from the program. Receipt of a third grade of C+ or lower will result in dismissal from the graduate program.

Degree-seeking students who need to replace a grade of C+ or lower may do so by repeating the course. Only one course with a grade of C+ or lower may be replaced by retaking the course, and no course may be repeated more than once. The course may be repeated only at Valparaiso University and permission to do so must be obtained from the student's adviser, department chair, and Dean of Graduate Studies. The credits, grade, and quality points received when the course was repeated shall be used in determining credits and the cumulative grade point average for graduation. The student's transcript shall record both grades, original and repeat. The grade of W shall be excluded from this policy.

**Grades of S/U.** Graduate students may not use the S/U grading option, except in courses in which the option is indicated as part of the catalog course description. For courses graded on an S/U basis, the student's work is considered satisfactory if the grade is comparable to a B- or higher. Course credit hours with grades of S count toward graduation but are not used in computing the student's grade point average. Course credit hours with grades of U are not counted toward graduation nor are they used in computing the student's GPA. For determining academic deficiency, a grade of U is equivalent to a grade of C+ or lower.

**The grade I (Incomplete)** may, at the discretion of the instructor, be given to a student whose completed work in a course indicates the probability of passing the course but who has failed to complete a segment of the assigned work of the course because of circumstances beyond the student's control.

An I (incomplete) received in one semester or summer session must be removed by the beginning of the official examination period of the next succeeding semester or it automatically becomes a grade of F. The student's deadline for submitting the outstanding work to the instructor shall be one week before that date. A student may petition one extension of a grade of Incomplete before it becomes a grade of F. Once an I grade



becomes an F, the student loses the option of completing the course work and must retake the course and pay the appropriate tuition. A student with two or more incompletes may be denied further registration until the incomplete grades are removed.

Authorized **withdrawal** from a course or from the University within the published deadlines gives the grade of W to each course withdrawn. This mark carries no credit. Only in exceptional cases, such as prolonged or serious illness, will the Graduate Division permit a student to withdraw from a course without a grade of F after the end of the seventh week of the semester or after the third week of a summer session.

### ADMISSION TO COURSE INTENSIFICATION

Upon consultation with an academic adviser and instructor, and with the approval of the Program Director, Department Chair, and Dean of Graduate Studies, students may propose in writing a special project for earning one additional credit in a 3-credit course in which they plan to enroll. The course intensification option may not be used more than once by a graduate student and is not available in some programs.

### CREDIT HOURS

A credit hour (abbreviated Cr. in lists of courses) represents one hour of recitation or lecture, or two or more hours of laboratory, each week for one semester. If time outside the laboratory is required to prepare laboratory notes or reports, two hours may be equivalent to one period of class work. Drawing, studio work and other courses demanding no outside preparation require a minimum of three hours for one credit hour. See specific course descriptions for the exact number of hours required.

### ACADEMIC PREREQUISITES

Certain courses may be taken only by students who have had previous training in the same subject. The extent or level of such preparation is usually stated in the course description. Unless otherwise noted, these statements refer to college or graduate level work.

### COURSE LOAD

Students are strongly urged not to take more than nine credits in the first session they attend. Approval to take additional credits will not be granted unless there is strong evidence of exceptional academic capability.

To be considered full time, a student must register for nine credit hours in the fall or spring semesters, five credit hours in either of the six-week summer sessions, and three credit hours in a four-week course during a summer session. A student may not register for more than 12 credit hours during fall and spring semesters. Students in the M.Ed. LEAPs program are considered full-time graduate students even though they may be registered for only 6 credits in fall and spring semesters because they complete at least 21 credits within each 12-month period.

### CHANGE OF SCHEDULE

Regular courses may be added or dropped and sections changed by means of a drop-add card available in the Graduate Division Office until 5:00 p.m. on the sixth class day of the semester. Graduate students may drop a course (with no grade recorded) by submitting a completed and personally signed DROP card to the Office of Graduate Studies during the drop/add period. The Office of Graduate Studies will notify the instructor, department chair, and when appropriate, the student's adviser. For purposes of academic grading policies and tuition refund, the date on which the Office of Graduate Studies receives the written request is recorded as the official drop date.

Students may withdraw from a regular course with a grade of W (authorized withdrawal) by filing a withdrawal card with the Graduate Office between the last date to file drop-add cards and 5:00 p.m. on the 45th class day of the semester during the regular school year. The card must be signed by the Dean of the Graduate Division. After this period, students will receive an F if they withdraw from a course, unless a petition to the Graduate Division is approved because of special circumstances, such as serious or prolonged illness. Students who withdraw from courses after the first week should read the regulations in this catalog concerning grades of W and F. **Notifying only the instructor of an intent to add or drop a course does not constitute an official enrollment or withdrawal.**

Exact dates are listed in the University Calendar on the inside front cover of this catalog.

### INDEPENDENT STUDY

With the permission of the chairperson of the department concerned and of the Graduate Dean, a student may earn up to six



of the minimum credits required for a degree by means of independent study and research projects. No students may apply for permission to undertake an independent study project until they have satisfactorily completed at least twelve semester hours of their approved master's degree program. Furthermore, unless indicated as part of the catalog requirements, no student may apply more than 3 credits of independent study to an MALS concentration.

Before registering for an independent study project, a student must place on file with the Graduate Office an outline of the project, together with a bibliography, which has the written approval of the directing professor and the department chairperson. Forms are available in the Graduate Division Office. This procedure must be followed before registration can be completed.

An independent study project will be recorded as course 695 if completed in a department which offers a degree or concentration (including the individualized concentration in the Master of Arts in Liberal Studies program). Independent study in departments which offer graduate courses but not degrees or concentrations are given the course number 595. Research projects are numbered 692. Classification as independent study or a research project is determined by the nature of the project. None of these courses may be repeated for credit toward the fulfillment of degree requirements. Course 692 may be taken only in departments that offer 600-level graduate courses.

The titles and descriptions of these courses are as follows:

### **595 or 695. Independent Study.**

Cr. 3. Investigation of a special topic through readings under supervision of a faculty adviser. Certain departments may also require research, creative work, and a concluding paper. A copy of the paper is to be filed in the appropriate department upon completion of the project. Prerequisite: The project must be approved prior to registration.

### **692. Research Project.**

Cr. 3. Research on a topic of special interest to students under regular supervision of a faculty adviser. A concluding paper of substantial proportions is required. A copy of the paper is to be filed in the appropriate department upon completion of the project. Prerequisite: The project must be approved prior to registration.

Students who wish to register for an independent study or research project during the summer may do so. However, because such courses normally require an extended period of study, research, and reflection, and because students need to arrange for a faculty sponsor, students are encouraged to arrange their independent study or research project during the spring and begin work as soon as possible. These courses will be officially registered for the second summer session to permit the maximum time for completion.

An offered undergraduate-only class may not be taken as a graduate level independent study unless a petition has been submitted and approved by the Graduate Council prior to registration.

All independent studies and research projects must be approved by the Dean of the Graduate Division prior to registration.

## **PRACTICA AND INTERNSHIPS**

Professional programs typically require a practicum or other form of experiential training as part of the curricula. These experiences involve training under supervision of both an onsite staff member and a member of the faculty. For professional programs, a minimum number of clock hours is usually specified by a licensing or accrediting agency.

As part of a capstone experience, MALS students may also elect practicum work as a means of connecting theoretical and classroom knowledge to practical issues and applications of the discipline. Although most practicum and internship experiences are tightly regulated by the respective professions, MALS practica may be broadly defined and creatively implemented to accommodate the intellectual interests of the student. For example, students in Ethics might join the Park Ridge Center for the Study of Health, Faith, and Ethics in Chicago; students in History might work with state or local archives for a historic preservation group; students in Human Behavior and Society might observe the juvenile court system; and students studying the arts might contribute effort to local museum or theatre groups. For the MALS program, no more than 6 credits of Independent Study, Research Project, or Practicum (LS 685) may be applied toward the degree, and only 3 credits of such course work may count toward the concentration.



The MALS and MA Counseling programs also offer the possibility of developing practica for service on Native American reservations. These practica typically involve 10-week commitments during the summer months. Students are provided housing for the duration of the practicum and are usually given a stipend to help cover living costs. If suitable arrangements can be made, students in other graduate programs may be eligible to participate in this program as well. Interested students should contact the Office of Graduate Studies and consult with their academic adviser.

### **MASTER'S THESIS AND RESEARCH PROJECTS**

Students who complete a master's thesis must submit one bound copy of the final version of the approved thesis to the Graduate Office.

Students who complete a research project must submit two approved copies to the Graduate Office. One copy will be retained in the Graduate Office; the other will be placed in the appropriate academic office.

Forms for registering for master's research proposal and master research and thesis are available in the Graduate Office.

### **CREDIT FOR WORKSHOPS**

Graduate coursework offered in workshop format by Valparaiso University will generally be accepted for credit toward a master's degree with the following limitation: a candidate may not submit more than a total of 6 credits of workshops or six one-credit courses to fulfill degree requirements.

### **TRANSFER CREDITS**

Appropriate graduate coursework may be accepted for transfer credit towards a master's degree with the following stipulations: No course presented with a grade of less than B (3.00) will be accepted for transfer. Transfer credits may not be used to meet 600-level course requirements, except in the Master of Science in Nursing program.

Transfer credits of S (satisfactory) or P (passing) will be accepted toward fulfilling graduate degree requirements only if a comparable grading requirement/option is given for an equivalent course at Valparaiso University. Normally, courses critical to a degree program (e.g., internships, practica) must be completed at Valparaiso University.

Exceptions to these requirements must be approved by the Dean of Graduate Studies.

**Currency of Credits.** All graduate courses earned prior to the date of admission are subject to evaluation for currency in the knowledge base of the discipline. Credits earned more than five years prior to admission shall not be accepted toward a master's degree. Any exception to these policies must be approved by the Graduate Dean in consultation with the appropriate dean, chair, or director.

**Number of Credits Transferrable.** A maximum of six semester hours of transfer credit from an accredited graduate institution will be accepted for the degree with the following exceptions: Students in the MA Counseling, MA CMHC, the MEd, and the MSN programs may transfer up to nine credits toward the degree. Students applying for admission to the MSN program may submit transfer credits which meet specific degree requirements; once admitted, however, nursing students may transfer only elective credits. Students in the JD/MA Psychology program may not apply transfer credit to their degree program; all applicable work must be completed at Valparaiso University. Students in the MEd/EdS School Psychology program may transfer up to 24 credits.

### **Transfer of Credits for Workshops.**

Transfer credit is subject to all of the restrictions that apply to short-term classes and workshops offered by Valparaiso University (see above). With the exception of study/travel, only graduate courses that meet a minimum of one calendar week will be eligible for credit transfer. In addition, workshop courses that carry two semester credits must meet for a minimum of two calendar weeks. Transfer credit for travel-study or field work will not exceed two credits per calendar week. All requests for transfer credit must be in writing and will be evaluated by the Dean of Graduate Studies. Forms for transfer of credit are available in the Office of Graduate Studies.

### **OTHER ACADEMIC POLICIES**

Credits earned more than five years prior to the date of admission are subject to reevaluation and shall not be accepted toward a master's degree unless approved by the Graduate Dean.

A course previously taken for undergraduate credit at Valparaiso University



or elsewhere cannot be taken again as a graduate-undergraduate course for graduate credit.

Credits used to fulfill requirements for one degree may not be used toward another degree unless explicitly permitted as part of a joint degree program.

All coursework taken elsewhere which is to be applied to a Valparaíso University degree must be approved in advance. Forms are available in the Graduate Division Office.

Unless otherwise noted, at least half of the credits for any degree program must be taken at the 600 level.

All work for the master's degree must be completed within a period of five calendar years from the date of admission into the program. A student may petition for a maximum of one extension of up to five years. Students who have not been registered for three years or more are considered inactive. To reinstate active status, students must complete a readmission form and are assessed a \$20.00 processing fee. This fee will be waived for non-degree students classified as professional educators and personal enrichment students.

Students should confer frequently with their advisers. This is especially important at the beginning of their degree program, at the time of filing for candidacy, and when applying for graduation. Students normally need to have the signature of their adviser to complete registration for each term.

### PETITIONS

It is to the student's advantage to adhere to published requirements and regulations. A petition for approval to deviate from requirements must be made to the Dean of the Graduate Division.

### APPEAL PROCEDURE

Written appeals of administrative decisions regarding students' admission, program, or completion of degree requirements may be filed with the Dean of the Graduate Division for presentation to the Graduate Council.

### DEGREE PLAN AND ADMISSION TO CANDIDACY

To become a candidate for a degree, a student must have completed at least nine semester hours at Valparaíso University with a standing of a least 3.00 (B=3.0) and submit

a degree plan approved by the adviser(s) to the Graduate Division. The degree plan must be filed before the student has completed one-half of the required graduate work. Submission and approval of this plan constitutes admission to candidacy. Forms for this purpose are available through the Graduate Division Office.

### APPLICATION FOR GRADUATION

To receive the master's degree from Valparaíso University, students must make formal application to the Dean of the Graduate Division during the term just prior to the one in which they expect to complete their work and receive their degree. They must give evidence that they have fulfilled or will fulfill all of the requirements for the degree. All candidates must be formally approved by the Graduate Council. Students must have on file a degree plan and application for candidacy (see above) to be eligible to receive a degree.

### COMMENCEMENT

The University holds convocations for the conferring of degrees in May and December. Students who are within 3-6 credits of completing their degree may file a petition with the Dean of Graduate Studies to participate in either the preceding May or the following December ceremony.

Students are expected to attend the commencement ceremony unless they have received approval from the Dean of Graduate Studies to graduate *in absentia*.

### RECORDS

The Family Educational Rights and Privacy Act of 1974 (Buckley Amendment) provides, in part, that the institution will maintain the confidentiality of student academic records.

No one outside the University shall have access to, nor will the University disclose any information from, student academic records without the written consent of students, except to persons, organizations or agencies which are permitted to receive such information under the Act.

Official transcripts of academic records are released by the Registrar only upon the written request of the student. No transcript of a student's record is released until the student has met in full all obligations to the University. There is no charge for any transcript issued.



# Student Policies and Procedures

## Graduate Student Services, Governance and Opportunities

In addition to providing administrative oversight for graduate programs and implementing the policies of the Graduate Council, the Office of Graduate Studies sponsors a variety of co-curricular opportunities that enhance graduate student life at Valparaiso University. Selected examples are provided below.

**Orientation Sessions.** New graduate students must attend an orientation session designed specifically to meet the needs of this group. This session provides information about the University's policies and regulations, gives practical advice for getting settled (e.g., obtaining library cards, computer accounts, parking stickers), and informs students of the many resources and opportunities available to them as members of the University community.

**The Graduate Student Advisory Council.** GASC is comprised of graduate student representatives from each degree program. It meets each semester to address issues of concern to graduate students and to make recommendations to the Graduate Division, Program Directors, and the Graduate Council.

**Writing Seminar.** Each fall the Graduate Office sponsors a writing workshop to assist graduate students in preparing literary papers, essays, and professional reports for the coursework in their program. Students choose between APA or MLA styles depending on the requirements of their graduate field of study.

**Recognitions and Awards.** Each spring, the Graduate Office invites a number of graduate students to present their research projects to a forum of graduate faculty and students at the "Celebration of Graduate Scholarship." In addition, graduating students with grade point averages of 3.8 or higher are recognized as "graduating with distinction." Students from these groups are honored with a special certificate followed by a recognition banquet at the conclusion of the ceremony.

## Honor Code

### HONOR CODE ADMINISTRATION

The student-initiated and administered Honor System is a strong distinguishing characteristic of Valparaiso University. In sanctioning the Honor System, the University assumes that students are able and willing to accept the rights and responsibilities of honorable conduct both as a matter of personal integrity and as a commitment to the values to which the University community commits itself.

It is the responsibility of instructors to define what constitutes authorized and unauthorized aid in their courses. It is the responsibility of students to honor such definitions and to inquire for additional clarification if and when questions arise about possible violations of the Honor Code. Actions that would be considered violations of the Honor Code include:

1. Misrepresentation;
2. Using unauthorized materials during examinations;
3. Failing to observe examination time limits;
4. Plagiarism;
5. Willful obstruction of the educational process for others.

The Graduate Council is responsible for administering the Honor Code in the Graduate Division and for supervising procedures of adjudication and penalty. To this end the Graduate Council establishes annually the Honor Court and the Honor Commission.

The Honor Commission consists of three graduate students from the Graduate Student Advisory Council and two faculty members chosen annually by the Graduate Council.

The Honor Court consists of three graduate students from the Graduate Student Advisory Council and one faculty member chosen by the Graduate Council. Memberships on the Honor Court and the Honor Commission are mutually exclusive.

Notices, complaints, or information relating to possible violations of the Honor Code should be brought to the Dean of Graduate Studies. The graduate student to whom a



formal complaint has been addressed (the respondent) may consent to an informal resolution made by the Dean under the review of the executive committee (three faculty members) appointed by the Graduate Council.

The formal process leading to adjudication is as follows: a graduate student who is not a member of either the Honor Court or the Honor Commission will be appointed by the Dean of Graduate Studies. This student (the presenter) is responsible for obtaining and presenting information and evidence which will assure an informed and fair administrative review and hearing and which will serve the interests both of the respondent and the graduate and University communities. The presenter, on referral from the Dean, files formal complaint with the Honor Court of the Graduate Division and presents the information and evidence as she or he has found them.

A finding of "no violation" by the Honor Court is final. Finding of violation of the Honor Code or an imposed sanction or both are appealable to the Honor Commission. The Commission may reverse the finding or reduce (but not increase) the sanction. Final review may be sought from the President, who may pardon a violator.

The faculty of the University reserves the right to abrogate the Honor System at any time.

## Student Academic Fair Practices (SAFP) for Graduate Students

### PRINCIPLES AND PROCEDURES-PREAMBLE

Valparaiso University is a scholarly community whose aim is to create an environment for humane learning. Toward this end, students and faculty, working together in close relationship, pursue not only knowledge but wisdom. In their mutual devotion to intellectual discovery and professional development, each stimulates the other. The prerequisite for the continuing success of this endeavor is academic freedom—the freedom to teach and to learn. As full members of the college community, therefore, students, like faculty, are encouraged to develop their capacity for critical judgment and to engage in a sustained and independent search for the

truth. The rights, freedoms, and responsibilities of students outlined below are essential for the realization of this goal.

The vitality of academic freedom depends on appropriate conditions in the classroom, on the campus, at applied training sites, and in the larger community. The responsibility to secure and maintain these conditions is shared by the students, faculty, and administration.

### I. GUIDING PRINCIPLES

Students are responsible for learning and demonstrating an understanding of the content and skills of any course of study in which they enroll. Furthermore, students are free to express careful and reasoned criticism of data and opinion offered in any such course.

Students are entitled to objective, professional evaluation of their academic work and professional development. Students are also entitled to fair, equitable treatment in the course of their academic relationships with members of the faculty. Members of the Valparaiso University faculty observe these criteria as part of their professional responsibilities. Misunderstandings have been and are to be resolved informally, in discussion between students and professors, and this manner of resolving problems and concerns continues to be deemed appropriate in this academic community.

In order to assure that students are accorded courteous, fair and reasonable treatment by members of the faculty, the following statements of principles, students' rights and responsibilities, and grievance procedures are set forth as part of the policies and practices of the Valparaiso University Graduate Programs. Thus the document intends to be consistent both with other official statements and goals of members of the University community as published in the *Graduate Catalog*, *Graduate Program Handbooks* and the *Faculty Handbook* and with rights guaranteed in the Constitution of the United States as applied in this institution.

The Statement of Students' Rights and Responsibilities that follows outlines the rights and responsibilities of graduate students attending this University. The academic rights of students, by their definition, imply certain responsibilities of the faculty. The objectives of the procedures



delineated here are intended to encourage prompt and informal resolution of both concerns and complaints and to provide a recourse, when necessary, to orderly formal procedures for the satisfactory resolution of a grievance. This grievance procedure is relevant only to fair academic evaluation (as noted below) and does not pertain to appeals that may result from deviations from published requirements and guidelines of the Graduate Division and any of its programs.

## II. STUDENTS' RIGHTS AND RESPONSIBILITIES

### A. Students' Rights

1. Students have a right to pursue an education free from discrimination based on factors that have no bearing on a candidate's potential academic and/or professional success.
2. Students have a right to fair academic evaluation.
3. Students have a right to a classroom environment conducive to intellectual freedom.
4. Students have a right to be free from improper disclosure of their views, beliefs, and political association that professors or administrators may acquire in the course of their work as advisers and counselors. Such information shall be considered confidential unless the student gives permission to release the information or a law or an event requires public disclosure. Courses may require personal disclosure, as appropriate to course goals and/or the profession for which the student is being trained.

### B. Students' Responsibilities

1. Students have a responsibility to help maintain the academic standards established by the University by participating fully in the learning process.
2. Students have a responsibility to act in a manner that does not infringe upon the rights of other members of the University community.
3. Students have a responsibility to contribute to an educational atmosphere that promotes respect for learning and human dignity.
4. Students have a responsibility to abide by applicable laws and discipline-specific ethical standards.

## III. STUDENT GRIEVANCE PROCEDURES

### A. Definitions

1. *Student grievance*: A student grievance shall exist when a student alleges that a faculty member has infringed upon student rights as described in Section II.A. of this document.
2. *Student*: A student is any person who has officially enrolled for academic credit at Valparaiso University.
3. *Faculty member*: A faculty member is any person at Valparaiso University holding an academic appointment.

### B. Grievance Resolution Process

**Level I. Student and Faculty Discussion.** Students must, if they have a concern or complaint, contact the faculty member involved (or department chairperson or when appropriate the Dean of the College if the faculty member is not available) no later than the end of the first full week of classes following the semester in which the alleged grievance occurred. At this discussion level the student shall have access to the final examination or any other material that has been evaluated and that the student has not received. If the instructor is absent from campus, the departmental chairperson or Dean will have access to the appropriate documents. If at this level of information and calculation, the faculty member or student acknowledges an error, misjudgment, or unfair bias has occurred, each will respond appropriately. The faculty member is expected to respond either by altering subsequent classroom practice or by changing the student's grade or both; the student is expected to cease further pursuit of the grievance. It is expected that most, if not all, problems will be resolved at this level. If a satisfactory solution is not reached at this level, the student may proceed to Level II.

**Level II. Mediation Within the Graduate Division.** Graduate students pursue Level II mediation through the Graduate Division. Within twelve (12) calendar days (excluding University holidays) of the completion (i.e., rendering of a judgment within the Department or College) of the discussion at Level I, the student must send a letter to the Dean of the Graduate Division and a copy to the faculty member, informing the Dean of



## Student Policies and Procedures

---

the nature of the unresolved grievance and of the student's intent to proceed with Level II. If informal discussion between the Dean and the two parties does not resolve the issue, the Dean shall then appoint a committee to determine whether there is cause for further consideration of the grievance. If the committee chooses to consider the grievance, the student, the faculty member involved, and their representatives may be invited as resource people for a more formal consideration of the grievance. The committee may also solicit the opinions of the Dean or Director and any advisory committees of the College/Program in which the student is enrolled.

All committee meetings shall be private and all committee documents shall be confidential. Any committee opinion, including a recommendation for a change of grade, shall be given to the student, the faculty member involved, and the Provost/Vice President for Academic Affairs, orally and in writing. The opinions and recommendations of the committee shall be retained in a confidential committee file kept by the Provost/Vice President for Academic Affairs. It is expected that the faculty member and the student involved will accede to the committee's recommendation.

**Composition.** The Committee shall consist of:

1. The Dean of the Graduate Division.
2. Three faculty members, two appointed by the Dean from the Graduate Council and one from the Council of Graduate Program Directors. The Faculty appointment from the Council of Graduate Program Directors shall not be drawn from the program in which the student is filing the grievance. Faculty members involved in any grievance before the committee or having any other conflict of interest regarding the student shall not be appointed to the committee.
3. Two student members appointed by the Dean. Student members must be degree-seeking graduate students and when possible members of the Graduate Student Advisory Council. Each student representative shall also have an appointed alternate. Student committee members involved in any grievance before the committee shall request their alternate attend the meeting in their place.

### **Procedure.**

1. When the student's letter of grievance is received in the Dean's Office, the Dean will set a hearing date and notify the committee members and the faculty person or persons involved. This date shall be set within fifteen class days of receipt of the notification.
2. The student's letter of grievance shall include at least these areas of information but not be limited to these:
  - a. a statement of the problem or complaint,
  - b. concrete evidence to support the student's case,
  - c. necessary background documentation, including written evidence that the Level I procedure has been exhausted,
  - d. a statement of the desired outcome of the grievance procedure.
3. At this level, if the committee decides it to be helpful, both the student and the faculty member may be invited to attend a meeting of the committee. If so, each may bring an advocate from the University community, such as an ombudsman, a counselor, a faculty member or another student.
4. The Dean will appoint a chair from among the faculty who will lead a hearing of the situation before the committee. If the student and faculty member are present, both will be given a fair opportunity to make a statement and to ask and answer questions.
5. If present, the involved student, faculty member and their advocates shall then be excused. The committee will discuss the grievance and formalize their conclusions in a written recommendation to the Dean adopted by a majority vote.
6. The Dean will attempt to inform both parties of the decision orally within five (5) calendar days (excluding University holidays) of the meeting and confirm the decision in writing within ten (10) calendar days (excluding University holidays).
7. If the mediation process at Level II does not resolve the grievance, the Dean must be notified that the student is proceeding to Level III.



**Level III: Appeal to the Provost.**

Appeals from Level II by the student must be made in writing to the Provost/Vice President for Academic Affairs within seven (7) calendar days (excluding University holidays) after receiving the committee's written opinions and recommendations. The Provost/Vice President shall deal with the student appeal in a manner appropriate to the specific requirements of the case. If there is any question about the student's academic status during the appeal process, the Provost/Vice President shall determine the student's status during the process.

Any member of the University community has the right of appeal to the President and, through the President's office, to the Board of Directors.





# Financial Policies

## FEES

**Application Fee.** This nonrefundable fee of \$30.00 must accompany the application for admission. It is payable only once, upon initial application.

**Tuition.** The tuition charge for graduate courses is \$300.00 per credit hour for the 2000-2001 academic year. The tuition for the Master of Science in Nursing program is \$380.00 per credit hour.

Students enrolled in the graduate program may not enroll in undergraduate courses, unless approved by the Dean of the Graduate Division. If a deviation is granted, the graduate student will pay the graduate tuition for the undergraduate courses.

Selected graduate programs may require preparatory work at the undergraduate level prior to full admission. When students have been admitted with the condition of undergraduate course work, the tuition charge may be assessed at the graduate rate. Each case is subject to the review of the Dean of Graduate Studies.

Students who register for 12 or more undergraduate credits will also pay the undergraduate general fee.

Valparaiso University law students may enroll in the Graduate Division while they are currently working on their law degree, although they must officially be admitted to the Graduate Division. Unless otherwise noted, they will pay the graduate tuition (currently \$300.00 per credit hour) for all courses in the Graduate Division. When registering for graduate courses in the fall and spring semesters, no additional fees will be required of full-time law students. Under this arrangement students are limited to two graduate courses per semester.

On occasion, students in the Graduate Division may, with the special permission of the Dean of Graduate Studies, enroll in courses in the School of Law at the graduate tuition rate. These courses must be approved by the Graduate Dean and can apply only to the graduate degree program, not to Law School (J.D.) requirements.

Students enrolled in joint programs involving the School of Law and the Graduate Division will pay the School of Law tuition for all courses applied to the J.D. degree,

whether taken in the School of Law or the Graduate Division. Course work within the Graduate Division beyond that used to fulfill the J.D. degree and applied to a masters degree will be assessed at the graduate tuition rate.

**General Fee.** A non-refundable fee of \$50.00 is charged to all graduate students for administrative costs, use of computer network services, library services, and so on. The fee also permits students to use all athletic facilities and to attend athletic and cultural events.

**Late Registration Fee.** This fee of \$20.00 becomes effective after the close of the last official day of formal registration. In no case will late registrants be exempted from this fee, unless for valid reasons they have been given written authorization for exemption by the Dean of the Graduate Division.

**Placement Fee.** A fee of \$20.00 will be charged each teacher candidate who wishes to use the Teacher Placement Service. This fee provides placement service for one placement year (October 1 through September 30).

**Readmission Fee.** Students who have not been registered for three years or more are considered inactive. To reinstate active status, such students are required to complete a readmission form and will be assessed a \$20.00 processing fee. This fee will be waived for non-degree students classified as professional educators and personal enrichment students, and for degree students who have petitioned and been granted a leave of absence.

**Graduation Fee.** A graduation fee of \$20.00 is payable at the time of application for the degree.

**Performance Music Fees.** The University encourages students to continue performance music instruction by charging modest fees for private lessons. Students pay a fee of \$250.00 per semester per course for instruction in private or class lessons in performance music. There is no additional charge for use of an instrument or practice room.

Students taking private lessons are held responsible for making arrangements with



the instructor to complete all lessons during the semester. If the student is unable to complete within the semester the series of lessons for which he was assessed, a report should be made immediately to the Chair of the Department of Music by the student.

**Transcript.** There is no charge for any transcript issued. An official transcript of a student's record is not released until the student has met all obligations to the University in full.

**Vehicle Registration.** This fee of \$35.00 covers Fall Semester through Summer Session. Stickers are purchased at the Campus Police Department. Information needed is license plate number, make, model, and year of car.

**Payment.** Tuition, fees, and any other charges are due at the time registration is complete. Drafts, checks and money orders should be made payable to Valparaiso University. Students may also pay with VISA, Mastercard, or Discover Card. An installment plan for tuition may be arranged through the Financial Aid Office.

## Refund Policy

### Withdrawal from all classes.

Students who withdraw from Valparaiso University may be eligible for a refund of a portion of the tuition and room and board charges for the semester of their withdrawal. The University and/or the student may be required to return some of the federal financial aid, if any, awarded to the student. If the student received financial aid from state, University or private funds (other than family), a portion of the refund may also be returned to the grant, scholarship or loan source from which it was received.

Valparaiso University's refund policy exists for calculating the refund of institutional charges. The federal "Return of Title IV Funds" formula dictates the amount of Federal Title IV aid that must be returned to the federal government by the school and the student. The federal formula is applicable to a student receiving federal aid other than Federal Work Study, if that student withdraws on or before the 60% point in time in the semester. The student may also receive a refund of institutional charges through the University's refund

policy (below). The amount of refund of institutional charges will be the greater of the amount the school must return to federal Title IV programs or the amount determined by the University's refund policy.

The date of withdrawal and basis for calculating all refunds will be the date on which the student notifies the Office of Student Affairs of their intent to withdraw from the University, provided the withdrawal form is completed and submitted to the Office of the Registrar no later than the end of the next working day. Each semester, a schedule of the applicable refund dates is available in the Finance Office, the Office of Financial Aid, and the Registrar's Office.

Valparaiso University's refund policy is as follows: Students who withdraw from the University will receive a prorated refund of tuition and room fees according to the following schedule:

|  |      |
|--|------|
| During the first week of classes . . . . | 90%  |
| During the second week of classes . .    | 80%  |
| During the third week of classes . . .   | 70%  |
| During the fourth week of classes . . .  | 60%  |
| During the fifth week of classes . . . . | 50%  |
| During the sixth week of classes . . . . | 40%  |
| During the seventh week of classes . .   | 30%  |
| After seventh week of classes . . . . .  | none |

The unused meal plan credit is refundable throughout the semester. The refund amount equals the balance of the unused contract less a ten percent administrative fee.

There will be no refund of general, special and laboratory fees.

If a student is receiving financial aid, University and state funds will be reduced according to the above University refund policy. However, the schedule is different for federal funds. If a student withdraws on or before the 60% point of the semester, the percentage of funds that must be returned to the federal government is equal to the number of calendar days remaining in the semester, divided by the number of calendar days in the semester. Scheduled breaks of more than four consecutive days are excluded. The calculation of the return of these funds may result in the student owing a balance to the University and/or the federal government.

Note: If funds are released to a student because of a credit balance on the student's account, then the student may be required to



## Financial Policies

---

repay some of the federal grants if the student withdraws.

Students considering withdrawing from all classes should consult with the staff in the Student Accounts and/or Financial Aid Offices if they are concerned about the financial impact of withdrawing.

**Dropping Courses.** Students who drop one or more courses but continue to be enrolled in at least one course for the semester will have tuition charges refunded according to the University's refund policy. There will be no refund of the special, laboratory or general fees.

The financial aid award, if any, is subject to revision if the student drops one or more courses.

### FINANCIAL AID

There are several scholarship and grant resources for graduate students at Valparaíso University. Most are for the graduate nursing program and are available through the College of Nursing. A limited number of assistantships are available to students in other programs, including Music and Counseling. Students should inquire with the Director of their Graduate Program or with the Office of Graduate Studies. The major resource for graduate students in all programs is the William D. Ford Federal Direct Loan Program, which has two components.

**Subsidized Direct Loan.** This loan is based on need, and requires at least half-time enrollment (5 hours per semester or 5 hours for the combined summer sessions). Students may borrow up to their calculated financial need less other aid, or \$8,500 annually, whichever is less, and the loan accrues no interest as long as the student remains a half-time student. Repayment begins six months after the last date of half-time enrollment, at a variable interest rate which is adjusted every July 1, and cannot exceed 8.25 percent. There is a 3 percent origination fee deducted from the loan proceeds at the time of disbursement.

**Unsubsidized Direct Loan.** This loan has the same interest rate and fees as the Subsidized Direct Loan, but it is not based on need, and students may borrow up to the cost of education less other aid, or \$18,500 annually, whichever is less. Interest accrues while the student is in school, and may be paid while enrolled or deferred until

repayment of principal begins six months after the last date of half-time enrollment. Students may have both the Subsidized and Unsubsidized loans concurrently, but the total annual loan amount between the two programs cannot exceed \$18,500 or the cost of education, whichever is less.

**Application for Financial Aid.** The process is as follows:

1. Apply for admission to the Graduate Division. Loans may not be processed until the student is admitted to a graduate degree program.
2. File the Free Application for Federal Student Aid (FAFSA). These are available at any college or university financial aid office. List Valparaíso University as one of the schools with school code 001842. Additional documents, such as tax returns, may also be required for submission to the Office of Financial Aid.
3. The University's Office of Financial Aid will send an award letter with loan eligibility and other information. The University will also send a promissory note, and when that is returned, the loan proceeds are credited to the student's account. If the credit exceeds tuition charges, the student may apply for a refund.

**Cost of Education.** The Office of Financial Aid constructs the financial aid budget for loan eligibility based on the number of hours enrolled, and the student's reported living arrangements. The typical financial aid budget for a full-time non-nursing graduate student (21 hours per year) living off-campus is \$16,000 annually, with approximately \$6,500 as the tuition and fees component.

**Satisfactory Academic Progress.** Financial Aid recipients must maintain minimum standards of satisfactory academic progress for receipt of federal, state, and most University aid programs. All students receiving financial assistance must maintain matriculated status in a degree program. Regulations require a maximum time frame for degree completion, a quantitative measurement (credits earned toward a degree), and a qualitative measurement (cumulative grade point average). These three criteria are checked at the end of each academic year in May to determine whether students are maintaining satisfactory academic progress.



**Specific Requirements.** Graduate students may not receive financial aid for credits which exceed 50 percent above that required for their graduate degree. Graduate programs vary in length from 30 to 73 credit hours. Students must complete at least two-thirds of all credit hours attempted each academic year. The minimum cumulative grade point average requirement is 3.00.

**Incompletes, Withdrawals, Repeated Courses.** Incompletes will count as hours attempted but not completed. If Incompletes are later completed, this will be reflected when progress is again checked, or sooner if the student appeals. Repeated courses will not add to total hours attempted or hours completed; the grade will simply be replaced. The new grade will be included in the grade point average calculation, which will be considered when progress is again checked, or sooner if the student appeals.

**Appeals and Reinstatement.**

Students whose academic progress is not in compliance with these standards will be notified in writing after the spring semester that their eligibility for aid has been terminated. They will also be advised of the appeal and reinstatement policy at that time. Students may appeal termination of their financial aid eligibility based on extenuating circumstances, which may include illness, death in the family, other circumstances beyond the student's control, or special academic circumstances. If the appeal is approved, the student will normally have one academic year to attain the appropriate

grade point average and completed credit hour standards, unless specified differently by the appeals committee. In some cases, the committee may put the student on financial aid probation for one semester and require that the student meet certain standards. Students who do not appeal, or whose appeal is denied, will not regain financial aid eligibility until the semester after they have attained the appropriate grade point average and achieved credit hours standards. Appeals should be directed to the Office of Financial Aid Appeals Committee.

**Related Considerations.** Summer school credits may be considered in evaluating attainment of the academic progress standards on an appeal basis. Certain aid programs have shorter time-frame limits and different grade point average requirements. Federal loan programs have cumulative limits that may be reached before the maximum time-frame limits are exhausted.

**OTHER CONSIDERATIONS**

**Tax Deduction.** The Internal Revenue Service may allow deductions for some educational expenses. Consult your financial adviser to determine whether your expenses meet the IRS requirements.

**Employer Assistance.** Many corporations and agencies offer some type of tuition assistance to those employees who are continuing their education. Students are encouraged to investigate such programs at their place of employment.





## Course Offerings

Graduate courses are open only to students officially admitted to the Graduate Division. There may be upperclass, undergraduate students in the 400/500 level courses, but graduate students will have additional requirements.

No more than **twelve** semester hours may be carried by graduate students in any one semester without the approval of the Dean of the Graduate Division. No more than **six** semester hours may be taken in any summer session without the approval of the Dean of the Graduate Division.

Graduate students may not enroll in undergraduate courses without approval from the Dean of the Graduate Division.

### Art

#### **ART 511. Topics in the Theory and History of Art.**

Cr. 1-4. Investigation of major periods of development in the visual arts. Includes such historical topics as modern art since 1945, art and religion in the Modern period, or theory topics such as aesthetics or color. Field trip. May be repeated when topics vary.

#### **ART 517. 17th and 18th Century European Art.**

Cr. 3. A seminar tracing major themes in Italian, French, Spanish, Netherlands, and British art in the 17th and 18th centuries.

#### **ART 518. 19th Century European Art.**

Cr. 3. A seminar tracing major themes in 19th century European art.

#### **ART 519. Early 20th Century European Art.**

Cr. 3. A seminar tracing major movements in European art from the turn of the century until World War I.

#### **ART 520. American Painting.**

Cr. 3. A survey of American painting history from colonial time to the present. Field trip.

#### **ART 521. American Architecture.**

Cr. 3. A survey of American architectural history from colonial time to the present. Field trip.

#### **ART 590. Special Studies.**

Cr. 1-3. Specialized work in the practice, teaching and history of art, arranged with one or more advanced students. Work in crafts, liturgical design, etc., may be included. S/U grade option may be stipulated at the beginning of the course. May be repeated when topics vary. Field trip. Prerequisite: undergraduate art major or consent of instructor.

#### **ART 595. Independent Study.**

Cr. 3. Investigation of a special topic through readings under supervision of a faculty adviser. May require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

### Biology

#### **BIO 590. Special Topics in Biology.**

Cr. 1-3. Special topics, issues, or themes, such as Biostatistics, and Advanced Physiology and Pathophysiology. May be repeated when the topics vary. Prerequisite: Consent of the Chair of the Department and program adviser.

### Chemistry

#### **CHEM 590. Special Topics in Chemistry.**

Cr. 1-3. An accelerated course discussing various topics in modern chemistry, including advanced instrumentation and experiments for use in secondary school settings. Prerequisite: consent of the Chair of the Department. Not intended for transfer to a graduate degree program in chemistry.

#### **CHEM 592. Special Problems in Chemistry.**

Cr. 1-3. For middle high and high school teachers, each student addresses a chemical problem by studying the literature and working in the laboratory. An oral and a written report are required. Prerequisite: consent of the Chair of the Department. Not intended for transfer to a graduate program in chemistry.

### Communication

#### **COMM 575. Mass Media in Modern Society.**

Cr. 3. Study of interaction between mass media and society. Freedom of the press theories, communication theory and relationships in the role of mass media with government, business, the courts and other segments of society.

#### **COMM 590. Special Topics in Communication.**

Cr. 1-3. Selected topics on contemporary issues and themes in communication. May be repeated when topics vary.

#### **COMM 595. Independent Study.**

Cr. 3. Investigation of a special topic through readings under supervision of a faculty adviser. May require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.



## Economics

### **ECON 530. Industrial Organization.**

Cr. 3. The analysis of the economic factors underlying the structure, conduct and performance of American industry.

### **ECON 535. Urban Economic Problems.**

Cr. 3. An examination of the regional and spatial characteristics of cities with emphasis on policies to correct urban problems. Transportation, housing, poverty and discrimination plus other substantive urban problems are analyzed and discussed.

### **ECON 537. Public Finance.**

Cr. 3. An analysis of the role of the government sector in a market economy. Causes of market failure, the efficient provision of public goods and the effects of taxation are considered as they relate to economic activity.

### **ECON 539. Money and Banking.**

Cr. 3. A study of the institutions, principles and problems of money and banking in the United States. Special attention is given to the basic elements of monetary theory and policies.

### **ECON 560. Economic History of the United States.**

Cr. 3. The history of the economic development of the United States from the colonial period to the present.

## Education

### **ED 505. Computers in Education.**

Cr. 1. An introductory course designed to prepare teachers to use computers in the classroom. Students learn computer terminology and operations, critically evaluate tutorial software for use in schools (K-12), and gain skill in using wordprocessing as a tool for personal and professional use.

### **ED 506. Educational Technology: Media and Applications.**

Cr. 2. Students acquire a solid understanding of educational technology, including how to use computers, how to access information on the world wide web, and how to integrate computers and educational technology into the classroom curriculum. Students also gain knowledge of technology that enhances their personal professional productivity. Includes multimedia, software applications, web-based instruction, and presentation media.

### **ED 510. Models of Teaching and Learning for Early/Middle Childhood.**

Cr. 3. Answers the question, "What do teachers do in common in elementary school classrooms that demonstrate effective teaching?" while examining planning, innovative methodology, and

communication skills that apply to diverse educational settings of the 21<sup>st</sup> century. Underlying all course topics will be the question, "What does it mean to be a reflective educator?" A study of the development, organization, and curriculum of elementary schools with emphasis on the unique societal and educational roles played by these institutions and the programs and methods appropriate for students at this level.

### **ED 511. Models of Teaching and Learning for Early Adolescence.**

Cr. 3. Answers the question, "What do teachers do in common in middle or junior high school classrooms that demonstrate effective teaching?" while examining planning, innovative methodology, and communication skills that apply to diverse educational settings of the 21<sup>st</sup> century. Underlying all course topics will be the question, "What does it mean to be a reflective educator?" A study of the development, organization, and curriculum of middle and junior high schools with emphasis on the unique societal and educational roles played by these institutions and the programs and methods appropriate for students at this level.

### **ED 512. Models of Teaching and Learning for Adolescence/Young Adult Years.**

Cr. 3. Answers the question, "What do teachers do in common in secondary school classrooms that demonstrate effective teaching?" while examining planning, innovative methodology, and communication skills that apply to diverse educational settings of the 21<sup>st</sup> century. Underlying all course topics will be the question, "What does it mean to be a reflective educator?" A study of the development, organization, and curriculum of secondary schools with emphasis on the unique societal and educational roles played by these institutions and the programs and methods appropriate for students at this level.

### **ED 560. Reading in the Content Areas.**

Cr. 3. Readings, experiences, writing opportunities, and discussions which lead to an understanding of literacy, the reading process, and the critical role language plays in the learning process. Students gain knowledge of specific assessment tools and processes, methods for planning instruction, and a range of reading, writing, and study strategies for helping students read to learn.

### **ED 561. Foundations of Language and Reading.**

Cr. 3. The interrelationship between thought and language processes, the basic elements of the reading process, diagnostic tools in reading assessment and sociocultural implications of the reading process.



**ED 565. Reading Disabilities and Practicum.**

3+3, Cr. 4. Lectures and demonstrations on the nature of identification, diagnosis, and remediation of reading problems at various developmental levels of instruction. Includes a practicum component with students whose reading disabilities are mild to moderate in nature. Practicum provides experience in assessing reading performance, planning reading instruction in decoding and/or comprehension skills, and implementing various instructional strategies to address decoding and/or comprehension problems. Prerequisite: 3 credit hours of course work in reading or approval of the Chair of the Department.

**ED 570. Introduction to Educational Media.**

2+2, Cr. 3. An introduction to effective selection and utilization of media, both material and equipment. Includes laboratory experience in the production of materials and equipment operation in different media.

**ED 571. Kindergarten Education.**

Cr. 3. Curriculum, teaching techniques and materials used in the nursery school and kindergarten. Special emphasis is given to the education needs of the preschool child.

**ED 572. Educational Measurement.**

Cr. 3. Theory of measurement, interpretation of measurement data and testing in relation to pupil achievement and guidance.

**ED 575. Principles of Middle Level Education.**

2 + 3, Cr. 3. Development, organization and curriculum of junior high and middle schools with emphasis on the unique societal and educational roles played by these institutions and the programs and methods appropriate for students at this level. Field experiences include a minimum of 40 hours of practical involvement in activities in schools with diverse populations.

**ED 577. Practicum in Middle Level Education.**

Cr. 3. A minimum of 80 hours of supervised field experiences in a junior high or middle school. Includes working with students individually and in small and large groups. Must be taken concurrently with ED 475 (575).

**ED 589. Content Area Methods and Curriculum.**

Cr. 3. Content specific methodology individualized for students and applicable to the appropriate common curriculum found in today's middle schools and secondary classrooms. Basic focus will be "What knowledge is most important and how is this determined, presented, and learned in each of the represented curriculum areas?"

**ED 590. Current Problems in Education.**

Cr. 1-3. An intensive study of an area of education. Topics, credit, and content depend on instructor's choice and student interest.

**ED 610. Research in Education.**

Cr. 3. A course designed to develop skill in reading, interpreting, and evaluating research in general and special education. Emphasis is given to applications of research findings in educational areas of interest to students.

**ED 611. Teacher Research.**

Cr. 3. An introduction to the field of qualitative teacher research, i.e., the type of investigation teachers do within the context of their classrooms and schools. Students explore and practice various qualitative and teacher research methodologies.

**ED 612. Decision Making in Curriculum and Instruction.**

Cr. 3. The foundations of school curriculum: social forces, human development, learning, and knowledge. Various instructional models and techniques are studied and demonstrated. Students select a specific project focus in elementary and/or special education. Curriculum and instruction issues are dealt with through lecture, discussion, and individual research.

**ED 613. Advanced Educational Psychology.**

Cr. 3. Study of psychological concepts and phenomena as related to the teaching-learning situation. Emphasis on the interpretation and analysis of psychological research concerning human behavior, motivation, and development.

**ED 614. Historical, Philosophical, and Sociological Foundations of Education.**

Cr. 3. An in-depth study of the belief systems underlying American society's response to the need for an educated citizenry. Topics include American education and institutional history, and humankind's attempts to transmit culture and values from one generation to the next. Concentration on institution of formal compulsory education.

**ED 615. School and Society.**

Cr. 3. A study of the relationships of the school, its students and its teachers, to the many forces and agencies of our society. The school is examined as transmitter of heritage and agent of social change.

**ED 616. Current Educational Thought.**

Cr. 3. Familiarizes the student with current problems and innovations in the field of education. Extensive reading and discussion of selected essays, articles, and books dealing with issues in education. Prerequisite: consent of the instructor.

**ED 617. Assessment and Management of the Learning Environment.**

Cr. 3. Familiarizes the student with assessment and management techniques in diverse classrooms. Strategies and methods of learning enhancement through assessment and effective classroom management are the primary focus.



Topics include issues related to standardized and naturalistic approaches to assessment, evaluation, and management of a learning environment.

#### **ED 618. Supervision of Student Teaching and Other Clinical Experiences.**

Cr. 3. A course dealing with the role and responsibilities of supervising student teaching and other clinical experiences at the elementary and secondary level. Includes the historical development of student teaching and earlier field experiences, current programs, research regarding teacher effectiveness and data-gathering techniques for supervising prospective teachers.

#### **ED 619. Cultural and Legal Foundations of Education.**

Cr. 3. Examines the diversity of American society and focuses on the nature of current American culture and population and resulting instructional adaptations. The legal framework including rights of teachers, schools, parents and students, and liability issues, especially negligence, is also examined.

#### **ED 620. Introductory Field Experience in Education.**

Cr. 2. An observation and beginning teaching experience in Valparaiso area school settings. Structured observation of students at relevant developmental levels, supervised beginning teaching experiences, as well as reflective exercises on these school experiences are required.

#### **ED 621. Teaching of Religion.**

Cr. 1. The teacher of religion facilitates the transmission of knowledge and delves into the affective realm and application of principles taught to contemporary church and society. The course assumes background in Christian knowledge, preparation, and practice. Topics include relational ministry, faith active in love, and practical applications in congregation and school settings.

#### **ED 622. Living and Learning in Community.**

Cr. 2. Designed to assist LEAPs teachers in the integration of professional, communal, and spiritual dimensions of their lives, and structured to reflect the three components of the LEAPs Program: becoming a professional educator, living in community, and developing a more mature spirituality and faith. Students engage in active listening exercises, interactive and collaborative learning projects with other LEAPs teachers, and reflective writing exercises about their progress in integrating the three components of LEAPs into their lives.

#### **ED 623. Educational Support Systems.**

Cr. 3. Designed to address knowledge, skills, and dispositions associated with successful support systems among and between new and

experienced educational professionals. Topics include roles of mentors and per/expert coaches, mentoring skills, peer and expert coaching skills, conducting classroom observation to improve instruction, and promoting collaborative learning in school environments. Course is also designed to address IPSP standards for mentor teachers as well as NBPTS standards in this area.

#### **ED 624. Education Outside the Classroom.**

Cr. 3. Explores the role of teachers outside the normal classroom in a school environment. Topics are interest-driven by the students and may include coaching of sports, advising, and interaction with school populations and communities outside of normal classroom duties. Strategies may include communication skills, management of extra- and co-curricular activities, understanding of the philosophy of education outside the classroom, and psychology and pedagogy.

#### **ED 625. Summative Portfolio Development and Presentation.**

Cr. 1. Professional portfolio entries developed through the teacher's experiences in the degree program and/or in practicing teacher's classroom are integrated into a coherent narrative and artifact presentation. The portfolio documents how a teacher candidate has developed the knowledge, skills/performance, and dispositions associated with various sets of standards (IPSP, INTASC, NBPTS) and the various components of the conceptual model of the relevant teacher education model. Portfolio must be completed and presented to the Education faculty prior to recommendation for teaching licensure and granting of the master's degree.

#### **ED 626. Internship in Education.**

Cr. 10-12. Interns teach in relevant school settings with supervision by a mentor/cooperating teacher and a University field supervisor. Portfolio completion is emphasized as a component of the internship experience. This experience involves classroom teaching at the relevant developmental level and completion of the other duties expected of classroom teachers in parochial or public school settings. Successful completion required for teaching license and master's degree.

#### **ED 665. Diagnosis of Reading Difficulties.**

Cr. 3. Theory and techniques of testing and evaluation in reading; analysis and interpretation in several areas including physical capacity, mental ability, emotional adjustment and academic achievement. Prerequisite: ED 561 or equivalent.

#### **ED 666. Clinical Practicum in Reading.**

Cr. 3. Guided experience in clinical practice in reading instruction with emphasis on specific remedial theory and techniques. Prerequisite: ED 665 or the equivalent.



### **ED 667. Research in Reading.**

Cr. 3. A review of basic research in reading as applied to principles of learning, instructional processes, and curricular organizations. Prerequisites: ED 561 or equivalent and a course in statistics or measurement.

### **ED 690. Seminar in Education.**

Cr. 1-3. An intensive study of a significant topic in education. Subtitles and course content depend on instructor's choice and student interest. May be repeated for credit if topics vary.

### **ED 692. Research Project.**

Cr. 3. The study of a topic of special interest to students under supervision of a faculty adviser. A concluding paper of substantial proportions is required, with copies filed in the department and with the Graduate Division Office upon completion of the project. Prerequisite: The project must be approved prior to registration.

### **ED 695. Independent Study.**

Cr. 1-3. Investigation of a special topic through readings under supervision of a faculty adviser. May require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: All projects must be approved by the department chair prior to registration. One and two credit studies must also be approved by the Graduate Education Coordinator prior to registration.

### **ED 699. Thesis.**

Cr. 3. Formulates the student's primary research into a question of importance to the researcher and the discipline. The researcher may use qualitative or quantitative research methods, but must include a review of the relevant research literature and a discussion of its relationship to the student's research.

## **SPECIAL EDUCATION**

### **SPED 540. Learning Exceptionalities.**

Cr. 3. A course that introduces special education laws passed since 1970 that govern the provision of current special education services for students with various disabilities; the characteristics of students with disabilities; instructional and classroom practices associated with educating these students in multicultural and least restrictive environments; and basic techniques for education professionals to work together with parents and students.

### **SPED 542. Special Education Methods and Materials.**

Cr. 3. Methods and materials for effective instruction, readiness and developmental processes, and skills in language arts, mathematics, social and natural sciences, and vocational education for exceptional students at all grade levels.

### **SPED 546. Characteristics of Individuals with Mild Disabilities I.**

Cr. 2. Provides information on academic and cognitive characteristics of individuals with mild disabilities (emotional/behavioral disorders, learning disabilities, and mental retardation). Topics include state and federal laws governing special education service delivery since 1970; the process of identifying students as having one of the disabilities considered "mild"; specific characteristics of students who have mild disabilities in cognitive or academic areas; and characteristics of various types of service delivery systems and interventions for students with mild academic and/or cognitive disabilities in grades 1-12.

### **SPED 547. Characteristics of Individuals with Mild Disabilities II.**

Cr. 2. A continuation of SPED 546 with emphasis on the social and emotional characteristics of students with mild disabilities (emotional/behavioral disorders, learning disabilities, mental retardation), how problems in these areas are identified, and characteristics of service delivery systems and interventions for students with mild social and/or emotional deficits in grades 1-12. Prerequisite or corequisite: SPED 546.

### **SPED 550. Models of Collaboration and Consultation in Special Education.**

Cr. 3. The provision of effective education services for students with disabilities requires school-based professionals to work with each other, parents, and the students themselves. This course addresses the knowledge, skills, and dispositions required of education professionals in the collaborative delivery of these services in various educational settings. Topics include models of collaboration and consultation, skills required for effective collaboration and consultation, conflict management, and methods to address obstacles to collaboration. Prerequisite or corequisite: SPED 546, SPED 547 or consent of the instructor.

### **SPED 551. Applied Behavior Analysis.**

Cr. 3. Many students with mild disabilities exhibit social, learning, and/or behavioral problems that must be addressed to provide them with appropriate educational programming. This course provides education professionals with knowledge and experiences assessing behavior through various techniques including functional assessment, planning behavioral interventions, and implementing behavior and classroom management procedures using best practice techniques. Information on legal mandates related to behavior management is also included. Prerequisites: SPED 546, SPED 547, or consent of the instructor.

### **SPED 590. Current Issues in Special Education.**

Cr. 1-3. An extensive study of professional issues and problems found in current theory-driven research on best teaching practices, policy,



delivery systems, law, and technology for high incidence (LD, MiMH, ED) disability areas.

**SPED 600. Initial Practicum in Special Education.**

Cr. 3. Initial field experience for prospective special education teachers of students with mild intervention needs and prospective school psychologists. Emphasis on direct observation of diagnostic, teaching and classroom management techniques. According to each teacher candidate's developmental level concentration, a field experience of 100-clock hours minimum is arranged with a special education teacher. Students seeking more than one developmental level of licensure may repeat this course for each developmental level up to 9 credits total. This practicum is waived if the student has at least one year of teaching experience in a school setting. Prerequisite or corequisite: SPED 546 or SPED 547, or consent of graduate coordinator.

**SPED 635. Teaching Students with Mild Disabilities.**

Cr. 3. Provides various compensatory, enrichment, and corrective instructional strategies, further develop diagnostic-prescriptive teaching methods, and improve individual education planning techniques for students with mild disabilities in multidisciplinary team settings. Prerequisite: SPED 444 (544) or concurrent enrollment or consent of Graduate Coordinator.

**SPED 641. Theories on Mild Mental Disabilities.**

Cr. 3. Focus on life-span special needs of children and youth that are classified MiMH. Emphasis is placed on etiological models, characteristics, and environmental factors that play an important role in educating students with subaverage intellectual functioning.

**SPED 643. Advanced Learning Disability Theory.**

Cr. 3. Develops the student's theoretical knowledge of specific cognitive, language and affective dimensions of children and youth with learning disabilities. Also examines the various direct and related services and delivery systems required by law.

**SPED 644. Psycho-Educational Assessment in Special Education.**

Cr. 3. Provides information on the legal and technical aspects of standardized tests; practice in skills related to test selection and administration, and practice in interpretation of standardized test scores. Standardized tests of intelligence, academic achievement, behavior, psychological processes, adaptive behavior, learning aptitude, and career interests are examined. Knowledge and skills in observational assessment, portfolio and performance assessment, and curriculum-based assessment are also addressed with case study and/or IEP contexts. Prerequisites: SPED 546, SPED 547, or consent of instructor.

**SPED 645. Advanced Strategies for Teaching Individuals with Mild Disabilities (Grades 1-6).**

Cr. 3. Using a diagnostic-prescriptive model, effective and research-based instructional strategies are addressed as appropriate for students with mild disabilities in grades 1-6. Curriculum, instructional methods, and instructional materials for various content areas and for general and special education settings are addressed in the context of individual education planning for students with mild disabilities (emotional/behavioral disorders, learning disabilities, and mental retardation). Prerequisites: SPED 546, SPED 547. Prerequisite or corequisite: SPED 644.

**SPED 646. Advanced Practicum in Special Education.**

Cr. 1-3. Special education teacher candidates and school psychologist candidates participate in an advanced supervised practice teaching experience with students that have mild disabilities at a particular developmental level. Emphasis is placed on the identification, diagnosis, selection, implementation, and evaluation of effective, research-based instructional strategies for students with mild intervention needs. Minimum of 40 clock hours or classroom experience per credit hour at a developmental level. Candidates seeking certification at more than one developmental level may repeat this course for additional developmental levels up to 9 credits total. Prerequisites: SPED 546, SPED 547, SPED 644, SPED 645, or SPED 689.

**SPED 671. Intellectual Assessment.**

Cr. 3. An introduction to theories of intelligence and the standardized tests used to assess intellectual functioning in children and adolescents.

**SPED 674. Assessment of Social and Emotional Functioning.**

Cr. 3. An introduction to the psychological tests used to assess social and emotional functioning in children and adolescents.

**SPED 680. Introduction to School Psychology.**

Cr. 1. An introduction to the roles and responsibilities of school psychologists in current education service delivery systems. Prospective school psychologists are also introduced to legal, ethical, and professional requirements of this role. Students are expected to take this course during the first year in the school psychology program.

**SPED 681. Practicum in School Psychology.**

Cr. 3. A brief exposure to the application of psychology in the schools. Students spend up to 10 hours per week in an educational setting under supervision of a faculty member and on-site supervisor. Prerequisite: satisfactory completion of a pre-practicum review, SPED 693, and approval of the Department Chair or Graduate Coordinator. Grading is on an S/U basis.



**SPED 683. Internship in School Psychology.**

Cr. 6. A full-time two-semester placement in a school or educational agency for a total of 1200 hours, with 600 hours in a school setting.

Prerequisites: completion of all required courses in M.Ed. and Ed.S. components of programs including SPED 681 and SPED 693, completion of a pre-internship review, and approval of the Chair of the Department or the Graduate Coordinator. Taken twice for a total of 12 credits. Grading is on an S/U basis.

**SPED 689. Advanced Strategies for Teaching Individuals with Mild Disabilities (Grades 6-12).**

Cr. 3. Using a diagnostic-prescriptive model, effective and research-based instructional strategies are addressed as appropriate for students with mild disabilities in grades 6-12. Curriculum, instructional methods, and instructional materials for various content areas and for general and special education settings are addressed in the context of individual education/transition planning for students with mild disabilities (emotional/behavioral disorders, learning disabilities, and mental retardation). Prerequisites: SPED 546, SPED 547. Prerequisite or corequisite: SPED 644.

**SPED 690. Seminar in Education.**

Cr. 1-3. An intensive study of a significant topic in special education. May be repeated for credit if the topics vary.

**SPED 692. Research Project in Special Education.**

Cr. 3. Required for all Master of Education degree students in special education. An extensive investigation of a research topic selected by the candidate and approved by the candidate's faculty mentor. This critical inquiry will be theory driven and systematic. Under the supervision of the mentor, an in-depth paper will be prepared that will delineate the research findings. The final report must be submitted in APA style for approval to the Coordinator of Graduate Studies in Education and the Dean of Graduate Studies; copies will be filed with the department and the graduate office. Prerequisite: SPED 695.

**SPED 693. Professional Issues and Ethics for School Psychologists.**

Cr. 3. Discussion of the professional roles, contemporary issues, and ethical principles of school psychology professionals.

**SPED 695. Independent Study.**

Cr. 3. A focused investigation of a relevant research topic in a specific disability area. This course provides an opportunity to apply and further develop research skills and to explore the research literature pertinent to the candidate's future master's research project or thesis.

**SPED 699. Master's Thesis.**

Cr. 3. Supervised research for master's thesis. The thesis may be a review paper or research

project submitted in APA style to and approved by the candidate's thesis adviser. A copy must be filed with the Graduate Division Office. Prerequisite: Candidacy status and a research or statistics course.

## English

Courses designated with an asterisk (\*) may vary in content depending on the instructor and the year given. Such courses may be taken twice for credit, provided that the topics are different and there is no significant overlap in the reading lists.

**ENGL 508. Methods of Literary Criticism and Research.**

Cr. 3. Designed to give students practical experience in the theories and methods of modern literary scholarship and criticism. The course aims to acquaint students with the presuppositions about literature which underlie critical writing and thus to provide standards for evaluating critical and scholarly works. Also provides intensive training in the analysis of literary texts.

**ENGL 509. Literature of the Medieval Period.**

Cr. 3. A survey of medieval English lyric, ballad, narrative, drama, and romance (including Chaucer), with attention to intellectual, religious, and social background materials.

**ENGL 510. Shakespeare.**

Cr. 3. Close readings of representative plays: histories, comedies and tragedies.

**ENGL 520. Literature of the Sixteenth and Seventeenth Centuries.**

Cr. 3. An intensive survey of the poetry, prose, and drama of the English Renaissance, excluding Shakespeare, with attention to the historical and cultural backgrounds of the period. Representative writers may include More, Sidney, Spenser, Jonson, Donne, and Milton.

**ENGL 530. Literature of the Restoration and Eighteenth Century.**

Cr. 3. An intensive survey of English poetry, fiction, nonfiction prose, and drama from 1660-1785, with attention to the historical and cultural background of the period. Representative writers may include Dryden, Swift, Pope, Fielding, Johnson, and Sheridan.

**ENGL 541. History of the English Language.**

Cr. 3. An introduction to the development of modern English from Indo-European with emphasis upon structure and vocabulary.

**ENGL 542. Modern English Grammar.**

Cr. 3. An introduction to such recent linguistic developments as structural grammar and transformational-generative grammar.

**ENGL 543. Introduction to Linguistics.**

Cr. 3. Introduction to the theory and methodology of linguistics. Includes descriptive and historical



linguistics, basic notions of grammatical theory and exploration of some of the relations of linguistics to other branches of knowledge. The presentation of general principles is supplemented by practical problems in linguistic analysis.

**ENGL 550. British Literature of the Nineteenth Century.**

Cr. 3. A survey of British poetry and prose of the Romantic and Victorian eras, with reference to the context of British and European social and political history. Major writers may include Wordsworth, Coleridge, Keats, Hazlitt, Scott, Carlyle, Tennyson, Browning, Arnold, Dickens, Newman, and Hardy.

**ENGL 556. The Novel.**

Cr. 3. A study of representative English novels of the eighteenth and nineteenth centuries, with discussion of the social background.

**ENGL 560. Twentieth Century Drama.**

Cr. 3. A study of plays typical of the various phases of the development of British and American drama, with some attention to related Continental drama.

**ENGL 565. Studies in American Literature.\***

Cr. 3. A study of a significant movement in American literature, such as Transcendentalism, Romanticism, Naturalism and Realism, or a group of writers related regionally, ethnically or in some other way.

**ENGL 570. Twentieth Century Fiction.**

Cr. 3. Readings of representative works of the most important British and American novelists of the twentieth century, with emphasis on various theories of fiction dominant during the period.

**ENGL 575. Twentieth Century Poetry.**

Cr. 3. Readings in selected modern poets and their forerunners, especially the French Symbolists. The British and American poets included may range from Yeats and T.S. Eliot to Auden, Robert Lowell and other contemporary figures.

**ENGL 579. Literature for Adolescents.**

Cr. 3. A survey, by types, of distinguished literature suitable for students in secondary schools. Emphasis on the reading of selected books representing the wide range of literature for adolescents, and the developing of analytical and evaluative techniques. Introduction to bibliographical aids, review media, and current research in the field.

**ENGL 580. Topics in Writing.\***

Cr. 2-3. An open topics course, which may involve intensive writing in a particular genre (e.g., personal essay, dramatic poetry, longer fiction) or writing for a particular audience (e.g., children and younger adults).

**ENGL 590. Topics in Literature.\***

Cr. 2 (seven week course)-3. An open topics course, which may concern a single writer or group

of writers (e.g., Milton, Blake and the Protestant Epic), a literary type or theme (e.g., Gothic Fiction), a contemporary art form (e.g., development of the cinema), or an aspect of modern popular culture (e.g., science fiction and fantasy).

**ENGL 591. Seminar in Professional Writing.**

Cr. 3. Critical reflection on the meaning of certain writing tasks in the cultures of working society. Develops awareness of such topics as the ethics of marketing strategies as applied to writing projects and assignments. Includes editorial and opinion writing. Attention also given to the techniques, problems, and strategies of grant writing, editing the writing of others, and association publishing.

**ENGL 592. Seminar in Creative Writing.**

Cr. 3. Various forms of creative writing (drama, fiction, nonfiction, poetry), but focus on a single genre. Requirements include a series of progress papers and a substantial portfolio of creative work. Prerequisite: undergraduate creative writing course and approval of the Chair of the Department.

**ENGL 603. Seminar in Literature for Children.**

Cr. 3. A study of the great children's literature of the past and the present, of the value that literature holds for children, and of the criticism of that literature with the aim of developing a set of critical standards for the evaluation of books for children and their selection for school use. Includes a scrutiny of representative scholarship as well as the handling of many bibliographical tools.

**ENGL 609. Theory and Practice of Expository Writing.**

Cr. 3. Readings and lectures in the theory of exposition; practice in analyzing essays and in writing various forms of exposition; study of the principles of teaching expository writing.

**ENGL 615. Shakespeare and His Contemporaries.\***

Cr. 3. A concentrated study of a selection of works by Shakespeare (or by Shakespeare and some of his contemporaries) to reveal both his debts to and his transcendence above the literary, intellectual, and social conventions of his day. Emphasis is largely, though not exclusively, on dramatic literature.

**ENGL 690. Studies in Literary Periods.\***

Cr. 1-3. Concentrated study of a specific period in literary history, for example, the Medieval, the Neo-Classical, the Romantic, the Victorian, the Modern or Post-Modern.

**ENGL 691. Studies in Literary Themes and Topics.\***

Cr. 1-3. Studies of a significant literary theme, intellectual or cultural trend, movement or school: e.g., pastoral, realism/naturalism, the American short story, Arthurian legend. In some instances the course might involve study of one or more specific authors (for example, the novels of Thomas Hardy, or the poetry of Keats and Shelley).



**ENGL 692. Research Project.**

Cr. 3. Research on a topic of special interest to students under supervision of a faculty adviser. A concluding paper of substantial proportions is required. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

**ENGL 695. Independent Study.**

Cr. 3. Investigation of a special topic through readings under supervision of a faculty adviser. May require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

## Geography

**GEO 501. Regional Geographies of the World.**

Cr. 3. A geographic interpretation of the environmental, cultural, political, and economic patterns of one of the world's major regions, such as the United States and Canada, Latin America, Europe, Asia, or Africa. May be repeated for credit when the regional offering is different.

**GEO 515. Advanced Geographic Information Systems.**

Cr. 3. A course in research design and execution using GIS. Students enhance their knowledge of GIS packages and advanced operations while researching a topic or problem. Individual and/or class projects also focus on designing research for GIS. Prerequisite: previous courses in GIS or consent of instructor.

**GEO 566. Profession of Geography.**

Cr. 3. Treats the nature of geography as a professional field through readings, papers, presentations, and discussions. Topics covered include the history of the discipline, the variety of geographic subfields, the growth of GIS and computer applications, the proliferation of geographic resources on the Internet, and the overall "state of the art."

**GEO 570. Political Geography.**

Cr. 3. An investigation of the relations among political activities and organizations and the geographic conditions within which they develop. Political power is discussed in terms of spatial, human, cultural and ethnic geography.

**GEO 574. Historical Geography of the United States.**

Cr. 3. A regional treatment of the exploration, colonization, territorial expansion, migration, transportation, settlement and economic development of our country in relation to the physical environment. Primarily designed for students concentrating in the social sciences.

**GEO 585. Field Study.**

0+4, Cr. 2-3. Designed to develop methods and techniques of geographic field work. May include

a week of intensive work at a field site at a time when the University is not in session, possibly in late summer. Additional fee may be charged to cover expenses. Prerequisite: Consent of the Chair of Department.

**GEO 590. Selected Topics in Geography.**

Cr. 1-3. Advanced studies in geography. Such topics as landform analysis, human environmental impact, biogeography, environmental management, and international business are considered. May be repeated when topics vary. Prerequisite: Consent of the instructor.

**GEO 610. Cultural Geography of the Western World.**

Cr. 3. A geographic appraisal of the European-American regional patterns of culture.

**GEO 615. Cultural Geography of the Non-Western World.**

Cr. 3. A geographic appraisal of the cultural regional patterns of the non-Western world.

**GEO 620. American Resources.**

Cr. 3. A study of the nature and function of natural resources of the United States in the context of prevailing physical and cultural conditions.

**GEO 692. Research Project.**

Cr. 3. Research on a topic of special interest to students under supervision of a faculty adviser. A concluding paper of substantial proportions is required. A copy of the completed paper is to be filed in the department and graduate offices. Prerequisite: The project must be approved prior to registration.

**GEO 695. Independent Study.**

Cr. 3. Investigation of a special topic through readings under supervision of a faculty adviser. May require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

## METEOROLOGY

**MET 569. Atmospheric Thermodynamics.**

Cr. 3. Introduction to the atmospheric system, including basic characteristics and variables; basic radiation thermodynamics; vertical temperature structures; stability concepts and evaluation; physics of clouds and precipitation processes. Prerequisites: Introductory meteorology and one semester of calculus.

**MET 572. Atmospheric Dynamics I.**

3+2, Cr. 4. A general survey of the fundamental forces and laws that govern atmospheric processes, particularly those motions associated with weather and climate. Emphases are on the applications of the basic equations of motion, atmospheric thermodynamics, gradient and geostrophic flow, and the general circulation.



Prerequisite: Introductory meteorology and one semester of calculus.

### **MET 573. Atmospheric Dynamics II.**

3+2, Cr. 4. Second semester dynamics course emphasizing quasi-geostrophic dynamics; wave motions, barotropic and baroclinic instabilities; cyclones, air masses, fronts and frontogenesis, various development theories; cyclone climatologies, jet streaks and secondary thermal circulations. Laboratory case study and exercises. Prerequisite: MET 572.

### **MET 580. Synoptic Scale Forecasting and Analysis.**

3+2, Cr. 4. Historic perspectives of the extratropical cyclone; air masses and frontal systems; formation and growth of extratropical cyclones; distribution of cyclones and cyclone tracks; basic satellite interpretation; operational forecast models; forecasting rules of thumb; selected case studies; forecast problems, including space and time considerations. Students prepare and present forecasts and answer public inquiries via a weatherphone service. Prerequisites: MET 573 and consent of instructor.

### **MET 581. Mesoscale Forecasting and Analysis.**

3+2, Cr. 4. Introduction to mesoscale meteorology and analysis, classification and forecasting challenges; analysis techniques; mechanically/thermally driven circulations, including land-sea breezes and lake effect snow; downslope flows; synoptic setting for severe weather, atmospheric stability; analysis and forecast procedures; convection theory; thunderstorm models, tornadoes; atmospheric discontinuities: drylines, outflow boundaries, fronts; introduction to atmospheric observing systems. Prerequisites: MET 580.

### **MET 585. Field Study in Meteorology.**

0+4, Cr. 3. Techniques of meteorological field work in a field course emphasizing severe storm prediction, spotting and interception. Additional fee may be charged to cover expenses. Prerequisite: junior or senior meteorology or broadcast meteorology major and consent of the instructor.

### **MET 586. Internship in Meteorology.**

Cr. 1-6. Experience by working in National Weather Service offices, governmental laboratories, private consulting firms, or media and broadcasting stations. Prerequisite: meteorology or broadcast meteorology major and consent of internship coordinator.

### **MET 590. Selected Topics in Meteorology.**

Cr. 1-3. Advanced studies in applied and theoretical meteorology. Topics such as weather systems analysis, micrometeorology, and atmospheric observing may be considered. May be repeated when topic is different. Prerequisite: consent of instructor.

## **History**

### **EUROPEAN HISTORY**

#### **HIST 504. European Imperialism and the Colonial Experience.**

Cr. 3. Study of European theories of imperialism investigated as they were implemented in specific colonies throughout the Americas, Africa, Eurasia, and Asia. Attention is given to the historical and psychological experience of being colonial master or servant by drawing on film, novels, and post-colonialist literature.

#### **HIST 511. Greek and Roman Civilization.**

Cr. 3. Study of the Greek and Roman political, social and intellectual development from the Mycenaean period to the fourth century A.D.

#### **HIST 512. Europe in the Age of Reformation.**

Cr. 3. Study of the political, socio-economic and religious conditions in Europe during the Reformation movements of the sixteenth century, with emphasis on popular piety, gender relations, and missionary activity.

#### **HIST 513. History of Modern Britain.**

Cr. 3. Overview of British history from the Glorious Revolution to the present. Particular attention is given to industrialization, sex and gender in the Victorian era, social reform, imperialism, Anglo-Irish relations, and World Wars I and II.

#### **HIST 515. Contemporary Europe: Century of Violence.**

Cr. 3. Study of twentieth-century Europe, with emphasis on relations between Nazi Germany and Europe, including the USSR and the United States where applicable. The course explores the rise of ideologies such as nationalism, communism, and fascism, the major wars, and the dominant issues associated with the post-World War II world.

#### **HIST 516. The Great Witchcraft Delusion.**

Cr. 3. Study of the social, cultural, economic, religious, and political causes of the early modern European witchhunt. It includes the formation of the concept of witchcraft, the systematization of beliefs, and methods of persecution.

#### **HIST 519. Imaging Revolution in Modern Russia.**

Cr. 3. Visual and literary representation of twentieth century Russia supplemented by historical narrative. Begins with the Russian Revolution, moves through the "Stalin Revolution," to the demise of the Soviet Empire in 1991.

#### **HIST 560. The Old Regime and the French Revolution.**

Cr. 3. Detailed study of the causes and effects of the French Revolution. Topics include the Enlightenment, social conditions, the monarchy, human rights, and the Napoleonic Era. Seminar discussions are based on both primary and secondary source readings.



## HISTORY OF THE AMERICAS

### HIST 520. Colonial America.

Cr. 3. Detailed study through readings and discussion of the major issues in colonial life. Topics will range from contact with Native Americans, to the Salem witch trials, to the origins of slavery. Students examine European settlement patterns in the four regions of British North America, including family, religious, and political life. The course concludes by studying the social, military, and political strain placed on colonial institutions by the Seven Years' War.

### HIST 521. The American Revolution, 1763-1789.

Cr. 3. Detailed study through readings and discussion of the unresolved conflicts between Great Britain and her American colonies; the political, military and social aspects of the revolution; and the postwar problems culminating in the adoption of the Constitution.

### HIST 522. Slavery, Abolitionism and Sectionalism, 1815-1860.

Cr. 3. Detailed study through readings and discussion of the institution of slavery, the growth of abolitionism and other reform movements, and the development of sectionalism leading to the outbreak of the Civil War.

### HIST 523. Civil War and Reconstruction.

Cr. 3. Study of the great watershed conflict in American history, with special emphasis on the problems of Black Americans.

### HIST 524. Depression and War: The United States, 1929-1945.

Cr. 3. Examines the nature of the Great Depression and its effects on the relationship of government to citizens in the United States. Also traces the European and Far Eastern origins of the American involvement in World War II as well as the diplomatic and military conduct of that war.

### HIST 525. The Age of Anxiety: United States since 1945.

Cr. 3. An examination of the postwar American response to the prospect of living in an uncertain world.

### HIST 531. Ideas and Power in Latin American History.

Cr. 3. Study of the relationship between ideas and power in Latin America. Using primary sources and important works that have conditioned the way Latin Americans view their world, the course looks at the intellectual impact of the European discovery of America, the nature of the new world, the nineteenth century idea of progress, and the significance of modernism, *indigenismo*, Marxism, anarcho-syndicalism, and liberation theology.

### HIST 594. Beats and Hippies.

Cr. 3. The nature of post-World War II American culture through the examination of a cross section of its critics. Course includes writings of

poets, novelists, essayists, and journalists as well as collections of photos, documentaries, and commercial films.

## NON-WESTERN HISTORY

### HIST 541. Revolution and Its Roots: The Making of Modern China.

Cr. 3. The decline of traditional civilization resulting from domestic crises and foreign pressures, and the search for a new orthodoxy in the Chinese revolution.

### HIST 542. Tragedy and Triumph: The Making of Modern Japan.

Cr. 3. Study of Japan's rise to its position as a world power, the tragedy of the war period, and its triumph as an economic power in the postwar world.

### HIST 550. Colonialism and Independence: Understanding Modern Africa.

Cr. 3. A topical study of Africa's struggle for political, economic, and cultural identity in the twentieth century with emphasis on exploring new historiographical methods emerging in African/world history.

### HIST 593. The Vietnam War through Film and Literature.

Cr. 3. Through history, memoirs, novels, and film, this seminar studies the sources and nature of U.S. involvement in the Vietnam War (1961-1973). It examines the war's effects on the participants and the home front.

## SPECIALIZED OFFERINGS

### HIST 590. Topics in History.

Cr. 1-3. A study that covers a particular, large subject in history (e.g., a period or a field), selected according to student interest and instructor choice. May be repeated for credit if topics vary.

### HIST 592. Reading and Discussion Seminars.

Cr. 2-3. Full- or half-semester courses covering a variety of subject areas with subtitles and content dependent on student interest and instructor choice. These have included Slavery in the Americas, History of the American South, Revolutionary Russia, Pearl Harbor, American Immigration History and Cuban Revolution. May be repeated for credit if topics vary.

### HIST 635. Problems in European History.

Cr. 3. An intensive study of a significant period of movement in European history. Subtitles and content will depend on instructor's choice and student interest. This course requires a major paper.

### HIST 636. Problems in United States History.

Cr. 3. An intensive study of a significant period or movement in American history. Subtitles and content depend on instructor's choice and student interest. This course requires a major paper.



**HIST 637. Problems in East Asian History.**

Cr. 3. An intensive study of a significant period or movement in East Asian history. Subtitles and content depend on instructor's choice and student interest. This course requires a major paper.

**HIST 656. Latin America in the 20th Century.**

Cr. 3. A study of the Latin America peoples since 1900, their internal problems, policies, and foreign relations. Attention is centered on Mexico and the Caribbean.

**HIST 690. Advanced Topics in History.**

Cr. 1-3. Selected topics on contemporary issues and themes in history. May be repeated for credit when topics vary.

**HIST 692. Research Project.**

Cr. 3. The study of a topic of special interest to students under regular supervision of a faculty adviser. A concluding paper of substantial proportions is required. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

**HIST 695. Independent Study.**

Cr. 3. Investigation of a special topic through readings under supervision of a faculty adviser. Certain departments may also require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

## Liberal Studies

**Note:** Liberal Studies (LS) courses are administered through the Office of Graduate Studies with the assistance of a Master of Arts in Liberal Studies Advisory Council.

**LS 555. Ethics in Business.**

Cr. 2-3. An analysis of the moral bases for ethical decisions and ethical aspects of behavior in business leadership. Contemporary business conduct is examined in an ethical context.

**LS 590. Topics in Liberal Studies.**

Cr. 1-3. Topics courses offered at the graduate level that do not fall within the traditional discipline structures of the graduate program but which meet the goals and objectives of the Liberal Studies program.

**LS 590. Topic: International Environment of Business.**

Cr. 3. A survey course dealing with opportunities and problems encountered in formulating global strategy and managing multinational operations. Focuses on financial, legal, and trade frameworks of international transactions and the major issues involved in managing international business operations.

**LS 590. Topic: Cross-Cultural Management.**

Cr. 3. A study of the emerging field of international management as the practice of applying management concepts and processes in a uniquely multinational environment. Emphasis will be placed on culture-based behaviors and cross-cultural comparisons along with the theories which underpin international management principles.

**LS 590. Topic: International Marketing.**

Cr. 3. A study of managerial marketing policies and practices of organizations marketing their products and services in foreign countries. Specific stress will be placed on the relationship between marketing strategy, market structure, and environment.

**LS 590. Topic: Management Information Systems.**

Cr. 3. Study of the concepts and application of information systems to managerial decision making. It includes topics such as systems theory, data base concepts, data analysis and management, managerial interfaces and control.

**LS 591. Topics in Ethics.**

Cr. 1-3. Examination of ethical principles and applications in a variety of fields and settings including mass media, communication, parishes, schools, social service, government, and business.

**LS 601. English Language Enhancement.**

0+3, Cr. 1. Advanced English language instruction for non-native English speaking international students. Taken in conjunction with LS core during first semester of residence. Prerequisite: TOEFL score of 550 or higher.

**LS 602. English Language Enhancement.**

0+3, Cr. 1. Advanced English language instruction for non-native English speaking international students. Taken in conjunction with LS core during second semester of residence. Prerequisite: TOEFL score of 550 or higher.

**LS 603. English Language Enhancement.**

0+3, Cr. 1. Advanced English language instruction for non-native English speaking international students. Taken in conjunction with LS core during third semester of residence. Prerequisite: TOEFL score of 550 or higher.

**LS 610. Seminar in the Humanities.**

Cr. 3. By focusing on a particular issue, theme, or topic, which provides the substantive core for the course, this seminar explores the various ways by which the humanities—especially literature, philosophy, theology, and the languages—contribute greater insight into our individual and common humanity. This seminar is recommended as a first course in the student's MALS program. Topics vary. Note that three of the seminars numbered 610 through 640 are required for most MALS degrees. Normally offered every fall.



### **LS 620. Seminar in the Social Sciences.**

Cr. 3. Focus on a particular social issue, theme, or topic provides the substantive core for this course. The seminar seeks to provide insight into the various ways by which the social science disciplines—especially economics, cultural geography, history, political science, psychology, sociology—contribute to understanding the social institutions which shape society. Topics vary. Note that three of the seminars numbered 610 through 640 are required for most MALS degrees. Normally offered every spring.

### **LS 630. Seminar in the Natural Sciences.**

Cr. 3. Through the focus of a particular issue, theme, or topic, which provides the substantive core for the course, the seminar seeks to provide insight into the various ways by which the natural science disciplines—especially experimental psychology, physical geography, mathematics, biology, chemistry—contribute to the formation of scientific and technical knowledge, especially in the context of contemporary issues. Topics vary. Note that three of the seminars numbered 610 through 640 are required for most MALS degrees. Normally offered in alternate years.

### **LS 640. Seminar in the Fine Arts.**

Cr. 3. The visual and performing arts offer an important dimension of richness to all cultures. By focusing on a particular issue, theme, or topic, which provides the substantive core for the course, the seminar seeks to provide insight into the various ways by which the fine arts—especially art, music, and drama—contribute to the texture of culture. Note that three of the seminars numbered 610 through 640 are required for most MALS degrees. Topics vary. Normally offered in alternate years.

### **LS 645. Introduction to American Life, Culture, and Art.**

Cr. 3. Exposure to social, cultural, historical, religious, and artistic traditions in the U.S. Discussion of intercultural differences and similarities, with the intention of improving intercultural understanding. Prerequisite: MALS US Culture concentration or approval of the Dean.

### **LS 648. Music Studio.**

Cr. 1. Entry level studio instruction for non-music majors. May fulfill elective credit in MALS. Approval of Chair of Music Department required. Limited space available. Requires performance music fee.

### **LS 650. Seminar in Religion, Culture, and Value.**

Cr. 3. The stated and unstated values of all cultures are deeply entwined with their religious expressions. By focusing on a particular issue, theme, or topic, which provides the substantive core of the course, this seminar examines important aspects of religion and its role within

culture. Topics vary. Required for the MALS degree.

### **LS 655. Professional Ethics.**

Cr. 2-3. An introduction to ethics within the context of one or more professional disciplines. Emphasis is on increasing sensitivity to ethical issues and developing guidelines for ethical conduct within various professions.

### **LS 656. Legal Profession and Ethics.**

Cr. 2. A study of the professional code of conduct for lawyers, including those professed by the ABA, and the role of ethics in issues such as conflict of interest, malpractice, duty of candor in the tribunal client's right to counsel, and competent performance.

### **LS 659. Integrative Project in Ethics.**

Cr. 3. An undertaking to bridge ethical theory and application in an area relevant to the student's professional interests. A major paper is required and must be filed with the Graduate Division at the end of the term.

### **LS 685. Practicum.**

Cr. 3. Exposure to and guidance within practical or work settings related to the student's field of concentration. Students spend approximately 100 contact hours under the guidance of a faculty member and onsite supervisor. Prerequisite: satisfactory completion of 6 credits of MALS core and 9 credits in the concentration, submission of a written proposal, and approval of the sponsoring faculty and Dean of Graduate Studies.

### **LS 690. Topics in Liberal Studies.**

Cr. 1-3. Topics courses at the graduate level that do not fall within the traditional discipline structures of the graduate program or are interdisciplinary in approach but which meet the goals and objectives of the Liberal Studies program. Topics may include those which are offered in nontraditional formats and for less than 3 credits.

### **LS 691. Advanced Topics in Ethics.**

Cr. 1-3. Examination of ethical principles and applications in a variety of fields and settings including mass media, communication, parishes, schools, social service, government, and business. Assumes prior coursework, readings, or experience in either ethics or the professional field of application.

### **LS 692. Research Project in Liberal Studies.**

Cr. 3. Used by MALS students as a capstone course for their course of studies. Other students may use it for more intensive research that culminates in a major written product. The student must have a supervising faculty member and a project that is defined in advance and approved by the faculty member's Department Chair and the Dean of Graduate Studies. Approval must be obtained prior to registration.



**LS 693. Seminar in Liberal Studies.**

Cr. 1-3. Seminars are designed for students who are capable of significant independent work and making major contributions to the course.

**LS 695. Independent Study.**

Cr. 1-3. Students may undertake independent study on a topic of special interest to the student and relevance to the student's program of study. The student must have a supervising faculty member and a project that is defined and approved by the faculty member's Department Chair and the Dean of Graduate Studies prior to registration.

**LS 696. Independent Study in Ethics.**

Cr. 3. Investigation of a special topic through readings or research under supervision of a faculty adviser. A concluding paper is required and must be filed with the Graduate Division at the end of the term.

**LS 697. Study/Travel Abroad.**

Cr. 3 or 6. Study involving significant travel abroad through faculty-sponsored courses or residential study at the Cambridge and/or Reutlingen centers. Requires an approved plan of study and an extended written project.

**LS 698. Study/Travel USA.**

Cr. 3. Study involving significant travel in the United States and/or Canada through faculty-sponsored or independent travel. Requires an approved plan of study and an extended written project.

## Mathematics

**MATH 590. Advanced Topics in Mathematics.**

Cr. 1-3. An advanced course for mathematics majors. Topics vary, but may include: number theory, advanced abstract algebra, differential geometry, partial differential equations, measure and integration or functional analysis. Prerequisite: consent of the Chair of the Department. Specific course requirements depend on the content. Offered upon sufficient demand.

**MATH 592. Research in Mathematics.**

Cr. 3. A research problem studied in mathematics under the direction of a faculty member. Written and oral reports are required. Prerequisite: consent of the Chair of the Department.

**MATH 595. Independent Study in Mathematics.**

Cr. 1-3. Advanced topics in mathematics under the supervision of a faculty member. Written work is required. Prerequisite: consent of the Chair of the Department.

## Music

**Note:** No more than ten credits in performance may be counted toward a degree.

**MUS 513. Advanced Conducting.**

Cr. 2. A study of instrumental and choral scores, conducting techniques and materials. Offered in alternate years.

**MUS 514. Advanced Conducting, Choral/Instrumental.**

Cr. 2. A continuation of MUS 513. Prerequisite: MUS 513 or the equivalent.

**MUS 515. Liturgical Organ Playing.**

Cr. 2. A practical course in playing hymns and chants, accompanying, realization of figured bass, score reading and improvising in small forms. The historic and current roles of the organ in the liturgy are discussed. Prerequisites: three years of organ study and one year of music theory, or permission of the instructor. Offered in alternate years.

**MUS 521. Proseminar in Music.**

Cr. 2-3. An intensive study of a limited area in the history or theory of music. This course may be repeated for credit. Prerequisite: approval of the Chair of the Department.

**MUS 523. Proseminar in the Pedagogy of Music.**

Cr. 2. The problems of teaching music at all levels and selected plans, strategies, methods, and procedures appropriate and necessary in the art and science of music teaching. Prerequisite: approval of the Chair of the Department.

**MUS 532. Workshop in Music Education.**

Cr. 1-2. A study of current topics in music education in summer workshop sessions of one or two weeks.

**MUS 563. Twentieth Century Techniques.**

Cr. 3. Impressionism, neoclassicism, nonserial atonality, serialism, innovations in timbre and texture, electronic music, aleatoric music, and minimalism are investigated. Music of Debussy, Stravinsky, Hindemith, Bartok, Britten, Schoenberg, Webern, Penderecki, Crumb, and Riley is studied with particular attention given to musical technique and style. Prerequisite: MUS 264 or its equivalent as demonstrated on the Graduate Music Theory Examination. Offered in alternate years and occasional summers.

**MUS 564. Studies in Counterpoint.**

Cr. 3. Sixteenth century counterpoint studied through the writing of music based on stylistic models and through analysis of representative works of the period. Alternately, the course presents an introduction to Schenkerian analysis. MUS 564 (graduate only) when taught in summer



## Music, Philosophy

offers these two topics in separate courses on a rotating basis. Prerequisite: two years of music theory. Offered in alternate years and occasional summers.

### **MUS 573. Church Music.**

Cr. 4. An intensive academic study of the history philosophies, and practices of music in Christian churches with an emphasis on the Lutheran heritage. Readings from the standard scholarly texts in the field and current professional publications discussed in a seminar format. Topics include theologies of music, hymnody, music in worship, church music organizations, and sacred music repertoire.

### **MUS 607. Introduction to Research and Bibliography.**

Cr. 3. Study of the methods and tools of graduate music research. Consideration of the purposes of research and the use of bibliographic materials generally used. Explores the special requirements for musicological research and also the special research paradigms and methodological procedures used in music education studies. Projects are suited to the particular plans of each student.

### **MUS 608. Seminar in Music History.**

Cr. 3. A study in depth of a specific period or problem in the history of music. Topics change each semester. This course may be repeated for credit. Prerequisite: MUS 607.

### **MUS 610. Historical and Philosophical Foundations of Music Education.**

Cr. 3. Examines the history of American music education and investigates the theoretical position in aesthetics known as Absolute Expressionism and how it provides a solid philosophical base for music education in our time. Prerequisite: MUS 607.

### **MUS 692. Research Project.**

Cr. 3. Research of a topic of special interest to the student under regular supervision of a faculty adviser. The study may involve creative work as well as scholarly research, and results in a paper of substantial proportions, copies of which are filed in the department office. Prerequisite: The project must be formally proposed and approved prior to registration.

### **MUS 695. Independent Study.**

Cr. 3. Investigation of a special topic through readings under supervision of a faculty adviser. A concluding paper is written and filed in the department office. Prerequisite: The project must be formally proposed and approved prior to registration.

## **PERFORMANCE**

A graduate program of studio instruction is offered to students of Valparaiso University in selected studio areas and composition. The choice and use of materials are determined by the instructor in each area following guidelines which appear in the *Handbook for Music Students*.

Students may register for 1 or 2 credit hours but are encouraged to register for 2. Studio instruction is supplemented with repertoire classes in the various media which are scheduled to meet one 50-minute period per week.

Music majors are accepted into the music program following an audition and are placed at an appropriate level as specified by the guidelines of their chosen degree program.

Students will register for MUS 503 or 603 in their studio instruction medium, as assigned after the audition. See page 48 for appropriate fees.

Studio instruction is available in voice, keyboard instruments, selected orchestral and band instruments, and composition. Approval of the Chair is required for registration in any studio instruction.

### **MUS 503/603. Studio Instruction.**

Cr. 1-3. Studio instruction in piano, harpsichord, orchestral and band instruments, voice, guitar, and composition. Permission of the Chair of the Department required.

## **ENSEMBLE MUSIC INSTRUCTION**

Instruction in one of the following ensembles for a period of one semester gives one credit hour.

All ensemble courses are available for graduate credit at the 500 level. Enrollment is limited to students who have specialized training and background to participate in the ensemble in some capacity (such as assistant conductor, section leader or project director) to be determined by the instructor of the ensemble and with the approval of the Chair of the Department.

### **MUS 550. Choirs.**

Admission by audition only: University Singers, VU Chorale, and Kantorei.

### **MUS 552. Bands.**

Admission by audition only: Chamber Concert Band, Jazz Band.

### **MUS 554. Orchestras.**

Admission by audition only: University Symphony Orchestra.

### **MUS 558. Chamber Music.**

Admission by approval of the Chair of the Department.

## Philosophy

### **PHIL 535. Ethical Theory**

Cr. 3. A study of ethical theories, with emphasis on the nature of moral discourse and practice, the existence of objective moral values, the relation of morality and religion, the possibility of moral knowledge, and the place of reason and convention in moral discourse and practice.

### **PHIL 541. Biomedical Ethics.**

Cr. 3. A study of moral issues raised in health care and biological research (e.g., abortion, genetic engineering, euthanasia, and resource allocation). Attention to both ethical theory and practical issues.



## Physical Education

### PE 590. Special Topics in Physical Education.

Cr. 1-3. An open topics course which examines a variety of concerns pertaining to the needs of the physical educator, e.g., curriculum development, pedagogy, sports administration, exercise physiology, and current issues in physical education. May be repeated when topics vary. Prerequisite: consent of the instructor and Chair of the Department.

### PE 692. Research Project.

Cr. 3. Research on a topic of special interest to students under regular supervision of a faculty adviser. A concluding paper of substantial proportions is required. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: the project must be approved prior to registration.

### PE 695. Independent Study.

Cr. 1-3. An investigation of a research-oriented concern or focused independent reading pertaining to physical education under supervision of a faculty adviser. Upon completion of the study, a copy of the culminating project will be filed in the department. Prerequisite: consent of the instructor and Chair of the Department.

## Political Science

### POLS 520. Problems in State and Local Politics.

Cr. 3. A study in depth of important contemporary problems on the state or municipal level in the United States.

### POLS 525. Problems in American Politics.

Cr. 3. An intensive study of topics in the process, policies and functions of the American political system (e.g., political parties).

### POLS 526. The Presidency.

Cr. 3. An examination of the American Presidency with specific emphasis on the President's constitutional position, the process of nominating and electing a President, Presidential power and behavior, and the President's relations with the public and coordinate branches of government.

### POLS 527. Congress.

Cr. 3. A study of the legislative processes in which emphasis is placed on the Congress of the United States and its policy-determining and directing roles. This course often includes a field trip.

### POLS 540. Constitutional Law I.

Cr. 3. An analysis of Supreme Court decisions relating to judicial review, the power of national and state governments, federalism, the separation of powers, Presidential and Congressional power and related topics.

### POLS 541. Constitutional Law II.

Cr. 3. A continuation of POLS 540 focusing on Supreme Court decisions relating to the Bill of

Rights, equal protection, due process and related topics.

### POLS 555. Problems in Political Philosophy.

Cr. 3. The study of one or more specific problems or philosophers in modern political philosophy.

## Psychology

### PSY 525. Social and Cultural Bases of Behavior.

Cr. 3. A review of foundational theories in social psychology and an examination of cultural influences on behavior. Cross-cultural contexts for mental health counseling are considered.

### PSY 530. Child and Adolescent Development.

Cr. 3. Study of the maturational, cognitive, social and behavioral changes associated with infancy, childhood, and adolescence.

### PSY 532. Psychology of Adulthood and Aging.

Cr. 3. Examination of adult development from the end of adolescence to old age from a psychological perspective.

### PSY 535. Psychology of Personality.

Cr. 3. Examination of the central concepts in personality theory, including the self-concept, basic motives, emotional conflicts, mechanisms of adjustment, and personality integration.

### PSY 545. Health Psychology.

Cr. 3. A consideration of the relationship between psychological factors and physical well-being. Topics include stress and health, the effect of illness on psychological functioning, and psychological approaches to improving physical health.

### PSY 550. Human Cognition.

Cr. 3. Analysis of various cognitive processes, such as concept formation, reasoning, problem solving, creativity, and language. Prerequisite: six credit hours of psychology or educational psychology.

### PSY 570. Psychological Testing and Appraisal.

Cr. 3. Principles and methods of psychological measurement and evaluation with application to specific testing situations. Prerequisite: a course in statistics or research methods.

### PSY 590. Special Topics in Psychology.

Cr. 1-3. Selected topics based on the special interest areas of students and faculty.

### PSY 602. Research Methods in Psychology.

Cr. 3. A study of research designs used in psychological studies and program evaluation, including appropriate application of statistical techniques and understanding of descriptive and inferential statistics. Prerequisite: a B or better in a statistics course.

### PSY 620. Human Development: Biological and Learned Bases of Behavior.

Cr. 3. An examination of human development across the lifespan, with an integrated



presentation of biological and learning principles. Special attention is devoted to discussion of developmental theories.

### **PSY 630. Child Psychopathology.**

Cr. 3. Description of the major types of mental and behavioral disorders first evident in childhood and adolescence, with consideration of appraisal techniques appropriate for detecting specific differences and disorders.

### **PSY 640. Adult Psychopathology.**

Cr. 3. Description of the major types of mental and behavioral disorders evident in adulthood, with consideration of appraisal techniques appropriate for detecting specific differences and disorders.

### **PSY 660. Counseling Theories and Practices.**

Cr. 3. Theories of personality are discussed and related to counseling interventions. Includes a review of contemporary mental health counseling theories and opportunities for case conceptualization.

### **PSY 662. Counseling Processes.**

Cr. 3. Teaches research-supported counseling skills from a variety of perspectives and provides a general approach to the process of psychotherapy. Prerequisite: PSY 660.

### **PSY 664. Career Counseling: Appraisal and Intervention.**

Cr. 3. A lifespan approach to the examination of career development and career counseling. Elucidates commonalities between career counseling and psychotherapy with equal priority given to the acquisition of theory and skill.

### **PSY 668. Group Counseling.**

Cr. 3. An examination of theory and practice in group dynamics, group processes, group counseling, and consultation. Includes a significant experiential component involving participation in group processes.

### **PSY 671. Intellectual Assessment.**

Cr. 3. An introduction to theories of intelligence and the standardized tests used to assess intellectual functioning in children and adolescents.

### **PSY 674. Assessment of Social and Emotional Functioning.**

Cr. 3. An introduction to the psychological tests used to assess social and emotional functioning in children and adolescents.

### **PSY 682. Practicum in School Counseling.**

Cr. 3. A brief exposure to the application of counseling and guidance principles in the school setting. Students spend 150 hours per semester in an educational setting doing counseling and/or guidance work under supervision. Prerequisite: satisfactory completion of the pre-practicum review and permission of the Chair of the Department. Grading is on an S/U basis.

### **PSY 685. Counseling Practicum.**

Cr. 3. A supervised experience in mental health counseling with area of specialization dependent on the interest and training of the student. A minimum of 100 hours is spent working in a mental health setting under the supervision of an on-site supervisor and a campus faculty member. Grading is on an S/U basis. Prerequisite: satisfactory completion of a pre-practicum review.

### **PSY 686. Counseling Internship.**

Cr. 3. A supervised experience in mental health counseling with area of specialization dependent on the interest, training, and prior practicum experience of the student. A minimum of 600 hours is spent working in a mental health setting under the supervision of an on-site supervisor. Grading is on the S/U basis. Prerequisite: satisfactory completion of PSY 685 and permission of the Clinical Training Director.

### **PSY 687. Counseling Internship.**

Cr. 3. A half-time placement in a counseling setting of at least 300 hours per semester. Prerequisite: satisfactory completion of PSY 685 and permission of the Chair of the Department. Normally taken twice for a total of 6 credit hours (as a substitute for the 600 hour PSY 686 requirement). Grading is on an S/U basis.

### **PSY 688. Advanced Counseling Internship.**

Cr. 3. A supervised experience in mental health counseling with area of specialization dependent on the interest, training, and prior practicum experience of the student. A minimum of 300 hours is spent working in a mental health setting under the supervision of an on-site supervisor. Grading is on the S/U basis. Prerequisite: satisfactory completion of PSY 686 or equivalent and permission of the Clinical Training Director.

### **PSY 690. Special Topics in Psychology.**

Cr. 1-3. The analysis, assessment, and discussion of current topics in psychology. This course may be repeated for credit if the topics vary. Prerequisite: six credit hours of graduate psychology or consent of the Chair of the Department.

### **PSY 691. Topics in Counseling and Clinical Psychology.**

Cr. 1-3. Advanced topics in assessment, appraisal, intervention, consultation, and theory. May be repeated for credit if topics vary.

### **PSY 692. Research Project.**

Cr. 3. Research on a topic of special interest to students under regular supervision of a faculty adviser. A concluding paper of substantial proportions is required. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.



**PSY 693. Issues/Ethics in Counseling.**

Cr. 3. Discussion of the professional roles, contemporary issues, and ethical principles of mental health professionals.

**PSY 694. Advanced Seminar in Psychology.**

Cr. 3. Seminar treatment of advanced topics and techniques in counseling and therapy based on student and faculty interests. Prerequisite: fifteen credit hours in the M.A. program or consent of the instructor.

**PSY 695. Independent Study.**

Cr. 1-3. Investigation of a special topic through readings under supervision of a faculty adviser. The department may require literature review or research. Concluding paper is required and must be filed in the department office. Prerequisite: The project must be approved in advance.

**PSY 696. Advanced Clinical Reading.**

Cr. 1-3. An intensive review of literature in an area of assessment, appraisal, intervention, or consultation. Students perform their review under the supervision of a faculty adviser. Course product includes a colloquium presentation and a written work in format prescribed by the adviser (e.g., manuscript, annotated bibliography, etc.). Prerequisite: the project must be approved prior to registration.

**PSY 697. Advanced Clinical Case Conference.**

Cr. 1-3. Thorough written and orally defended case conceptualizations, based on clinical observation, assessment and appraisal, theoretical literature, and empirical literature. Prerequisite: the project must be approved and applicable consents obtained prior to registration.

**PSY 698. Masters Research Proposal.**

Cr. 3. Development of a literature review and research proposal which could form the basis of a masters thesis or research project. Prerequisite: approval of the Chair of the Department. Grading is on an S/U basis.

**PSY 699. Masters Research and Thesis.**

Cr. 3. Supervised research for master's thesis. Required written report may be a review paper or research project submitted in APA style, and should be of publishable quality. Report must be submitted to and approved by the faculty of the Psychology Department. Two bound approved copies must be filed with the Graduate Division Office, one of which will be placed in the University archives. Prerequisite: PSY 698, and approval of the Chair of the Department. May be repeated once. Grading is on an S/U basis.

**PSY 700. Law and Psychology: Integrative Project.**

Cr. 3. Intensive study of a selected topic in the nexus of law and psychology. Student selects a committee of three faculty from Law and Psychology, with one designated as Chair. The

student is responsible for successfully proposing a topic and defending a final written project. Two approved copies of the final project must be submitted to the Graduate Division, and two to the Law School. Prerequisite: 12 credits of psychology course work in the MAJD program. Grading on S/U basis.

## Sociology

**SOC 510. Development of Sociological Theory.**

Cr. 3. Study of the historical development of sociological thought and the contributions of major theorists, along with an introduction to the logic of scientific inquiry and theory building in the social sciences. Normally offered every fall.

**SOC 520. Research Methods in Sociology.**

Cr. 3. Strategies for developing and testing hypotheses: comparison of basic and applied research goals; methods of generating and organizing data; computer-aided elementary analysis. Skills are taught through small-scale projects whenever possible. Prerequisite: consent of the instructor and Chair of the Department.

**SOC 525. Urban Sociology.**

Cr. 3. An examination of the city as a social system. Emphasis placed upon the historical, demographic, and ecological development of urban areas, along with an exploration of major problems confronting American cities. Development of urban life style is also examined.

**SOC 527. Aging in American Society.**

Cr. 3. Examination of the social aspects of aging, including exploration of the demographic, historic, theoretical, and cross-cultural perspectives on aging. Emphasis is placed on major problem areas for the elderly in America, including medical care, housing, family relationships, work and leisure, and finances. Prerequisite: Consent of the Chair of the Department.

**SOC 540. Gender.**

Cr. 3. An introduction to how society defines and structures gender identity and behavior for males and females. Focus on the biological and social constructs of gender and how these are interpreted through history, language, sexuality, race, family structure, dating patterns, religion, and work environments.

**SOC 545. Sociology of Law.**

Cr. 3. The study of the relationships between law and society, including the nature and functions of law in society, the relationship between law and social change, and the relationships between the law and other social institutions. Normally offered fall of even years.

**SOC 547. Race and Ethnic Relations.**

Cr. 3. A survey of the racial and ethnic structure of American society, with special emphasis upon ethnic stereotyping and power, plus political and



## Sociology, Theatre, Theology

economic institutionalized racism and prejudice. Examines how racial and ethnic background influence social behavior.

### **SOC 550. Law Enforcement.**

Cr. 3. An examination of policing at the local, state and federal levels, from historical and contemporary points of analysis, with emphasis on the relationship between law enforcement and other criminal justice agencies. Prerequisites: Consent of the Chair of the Department. Normally offered spring of even years.

### **SOC 560. Penology.**

Cr. 3. A critical examination of prisons, jails and community correctional services, including the work of probation and parole officers, with emphasis on both historical development and current trends and issues. Prerequisites: consent of the Chair of the Department. Normally offered fall of even years.

### **SOC 590. Issues in Sociology.**

Cr. 1-3. Focus on particular social issues from a problem or dilemma standpoint, such as substance abuse, sexism, racism, ageism, and occupational discrimination. May be repeated for credit if topics vary.

### **SOC 591. Issues in Criminology and Criminal Justice.**

Cr. 1-3. Addresses specific criminal justice issues such as the expanded use of probation and parole; the growth of white collar and street crime; police violence; the use of capital punishment; recidivism; and cross-cultural comparative crime. May be repeated for credit if topics vary.

### **SOC 592. Issues in Anthropology.**

Cr. 1-3. Addresses specific anthropological issues, such as types of changes and the implication for global society; current theoretical issues; and applied anthropology. May be repeated for credit if topics vary.

### **SOC 610. Seminar in the Family.**

Cr. 1-3. Analysis of the development of current theory and the nature of contemporary research problems on the family. Prerequisite: consent of the Chair of the Department.

### **SOC 620. Seminar in Criminal Justice and Criminology.**

Cr. 1-3. Critical review of current theory, practice, and research in criminology and penology, or criminal justice. Prerequisite: consent of the Chair of the Department.

### **SOC 690. Seminar in Sociology.**

Cr. 1-3. An investigation of selected topics and problems in sociology from the standpoint of sociology theory and current research. May be repeated for credit if the topics vary. Prerequisite: consent of the Chair of the Department.

### **SOC 692. Research Project.**

Cr. 3. Research on a topic of special interest to students under regular supervision of a faculty

adviser. A concluding paper of substantial proportions is required. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

### **SOC 695. Independent Study.**

Cr. 3. Investigation of a sociological/criminological topic under supervision of a faculty adviser. Work may also require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

## Theatre

### **TTVA 533. Directing the Young Actor.**

2+2, Cr. 3. University students work with children in a laboratory context and survey the literature and theory of theatre for children. Prerequisite: consent of the Chair of the Department.

### **TTVA 537. American Theatre.**

Cr. 3. A survey of the American theatre and drama from the eighteenth through the twentieth centuries. The modern period, including playwrights such as O'Neill, Miller, Williams and Albee, and musical theatre is given special emphasis.

### **TTVA 556. Design for Stage and Television.**

2+2, Cr. 3. The translation of written and verbal concepts into scenic elements of line, form, space, texture and color. The actor/audience relationship is examined with regard to design for the various forms of theatre and television.

### **TTVA 590. Special Topics in Theatre and Television Arts.**

Cr. 1-3. Selected topics and themes of current interest. Topics may vary. May be repeated for credit when topics are different.

### **TTVA 595. Independent Study.**

Cr. 3. Investigation of a special topic through readings under supervision of a faculty adviser. Certain departments may also require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

## Theology

### **THEO 510. Topics in Biblical Studies.**

Cr. 3. A study of a specific topic such as understanding the Old Testament, understanding the New Testament, and Jesus and the Gospels. May be repeated for credit if topics vary.

### **THEO 520. Topics in Christian History.**

Cr. 3. A study of a specific topic such as representative Christian thinkers, comparative



Christianity, Lutherans in America, and Catholics in America. May be repeated for credit if topics vary.

**THEO 524. Christianity in America.**

Cr. 3. An investigation of the history of Christianity in America, with emphasis on the interaction between religion and cultural developments.

**THEO 526. History of Women in the Church.**

Cr. 3. An investigation from biblical times to the present of theological understandings of women's roles in Christian religious communities and of the cultural contexts that shape such attitudes and practices.

**THEO 530. Topics in Contemporary Theology.**

Cr. 3. A study of selected topics such as contemporary Lutheran theology, feminist theology, black theology and liberation theology. May be repeated for credit if topics vary.

**THEO 532. Luther and Lutheran Confessional Theology.**

Cr. 3. A study of Luther's theology and the development and content of the confessions of the Lutheran Church.

**THEO 540. Topics in Religious Ethics.**

Cr. 3. An examination of a selected thinker, theme in religious ethics, or of contemporary moral issues. May be repeated for credit if topics are different.

**THEO 543. Theology of Marriage and Sexuality.**

Cr. 3. (Also offered as LS 650.) Systematic study of the many issues stemming from contemporary views of marriage and sexuality. Provides an opportunity to judge a variety of possible theological views, test views with concrete experiences and real issues, and begin the process of forming a personal viewpoint.

**THEO 546. Contemporary Moral Issues.**

Cr. 3. An examination of selected moral issues such as warfare, abortion, and care of the environment.

**THEO 550. Studies in Practical Theology.**

Cr. 3. An examination of a selected topic such as Christian response to social victims, Christian faith and politics, ethics of cultural encounter, and Christian education. May be repeated for credit if topics vary.

**THEO 551. Theology of Diaconal Ministry.**

Cr. 3. A study of the historical and theological foundations of diaconal ministry. Attention is given to the role of the diaconate in the church, the development of diaconal community, and the nurture of a spirituality of service.

**THEO 553. Clinical Deaconess Education.**

Cr. 3. A supervised practicum in ministry to the physically ill and the elderly. Designed principally for senior and graduate Deaconess students, this

course in practical theology engages students in disciplined reflection on their diaconal ministry. Graded on S/U basis.

**THEO 555. Principles and Forms of Worship.**

Cr. 3. A study of the principles and language of worship with emphasis on the theology of worship, ritual, the role of tradition, and the relationship between worship and contemporary culture.

**THEO 558. Studies in Theology, Health and Healing.**

Cr. 3. An examination of a selected topic such as death and dying, spiritual needs and health care, etc. May be repeated for credit if topics vary.

**THEO 559. Theology of Aging.**

Cr. 3. A study of the process of aging from the perspectives of biblical, historical, and practical theology. Attention is given to the spiritual needs of older persons and their potential contributions to church and society.

**THEO 560. Topics in the History of Religions.**

Cr. 3. A study of a selected topic such as Judaism, South Asian religions, the Buddhist Tradition, Islamic Religion and Culture, Religions of China and Japan, and Latin American religions. May be repeated for credit if topics are different.

**THEO 567. Religions of America.**

Cr. 3. An examination of a selected topic such as recent religious movements in America, history of religions in the United States, etc. May be repeated for credit if topics vary.

**THEO 590. Topics in Theology.**

Cr. 1-3. Selected topics based on special interests of students and faculty. This course may be repeated for credit if the selected topics vary.

**THEO 610. Advanced Topics in Biblical Study.**

Cr. 3. A study of a specific topic such as understanding the Old Testament, understanding the New Testament, and Jesus and the Gospels. May be repeated for credit if topics vary.

**THEO 620. Advanced Topics in Christian History.**

Cr. 3. A study of a specific topic such as representative Christian thinkers, comparative Christianity, Lutherans in America, and Catholics in America. May be repeated if topics vary.

**THEO 630. Advanced Topics in Contemporary Theology.**

Cr. 3. A study of selected topics such as contemporary Lutheran theology, feminist theology, black theology, and liberation theology. May be repeated if topics vary.

**THEO 638. Holocaust Theology.**

Cr. 3. A systematic study of the many issues stemming from the events of the Nazi Holocaust and how those events have affected both Jews



## Theology, Engineering, Nursing

and Christians. The course constructs a possible religious and moral response to the evil of the Holocaust. Cross-listed with LS 650: Seminar in Religion, Culture, and Value.

### **THEO 640. Advanced Topics in Religious Ethics.**

Cr. 3. An examination of a selected thinker, theme in religious ethics, or of contemporary moral issues. May be repeated for credit if topics vary.

### **THEO 641. Introduction to Bioethics.**

Cr. 3. A study of the moral issues raised by modern advances in medicine and biological research (e.g., abortion, euthanasia, genetic engineering and health care). Attention is given both to general ethical theory and to the analysis of particular issues.

### **THEO 660. Advanced Topics in the History of Religions.**

Cr. 3. A study of a selected topic such as Judaism, South Asian religions, the Buddhist Tradition, Islamic Religion and Culture, religions of China and Japan, and Latin American religions. May be repeated for credit if topics vary.

### **THEO 680. Practicum in Theology and Ministry.**

Cr. 1-4. A supervised, applied learning experience within religious institutions in which students engage reflectively in meaningful activities. May include worship activities. Written summary and reflective paper required. May be repeated for credit provided experiences are different. Only 3 credits of Practicum may be applied to meeting degree requirements. Graded S/U. Approval of the Chair of the Department of Theology required.

### **THEO 690. Advanced Topics in Theology.**

Cr. 1-3. An investigation of selected topics and issues in theology. May be repeated if topics vary. Frequently cross-listed with LS 650: Seminar in Religion, Culture, and Value.

### **THEO 692. Research Project.**

Cr. 3. Research on a topic of special interest to students under regular supervision of a faculty adviser. A concluding paper of substantial proportions is required. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: approval of instructor and department chair prior to registration.

### **THEO 695. Independent Study.**

Cr. 1-3. Investigation of a special topic of interest to the student and having relevance to the student's program of study. The study is supervised by a faculty adviser and normally results in substantial written summary and analysis, which is filed in the department office.

## College of Engineering

### **GE 590. Special Topics in Engineering.**

Cr. 1-3. An accelerated course discussing various topics in the application of mathematics and science to solve technological problems. Offerings will vary. Typical topics include an introduction to various engineering disciplines and the use of engineering problems and experiments in secondary school settings. Prerequisite: consent of the Dean of Engineering. Not intended for credit transfer to any graduate engineering degree program.

## College of Nursing

### **NUR 518. Integrative Medicine: A Global Perspective.**

Cr. 3. Explores approaches to healing and health used by various world cultures and considered alternative to traditional Western medicine. Emphasis is placed on the philosophical, theological, and cultural foundations of these healing strategies. Research and health policy issues associated with these approaches are also discussed.

### **NUR 551. The Aging Process.**

Cr. 3. An introduction to dimensions of aging with emphasis on biologic aging and the developmental, functional, and environmental factors that influence adaptability to age-related changes. May be used as an elective by MALS students with the approval of their advisers.

### **NUR 552. Introduction to Case Management.**

Cr. 3. An introduction to case management in health care. Content includes the role of the case manager, models of case management, the case management process, standards of practice, and outcome management. A field experience with a case manager in an acute care setting is required (8 hours).

### **NUR 554. Integrating Case Management into Practice.**

Cr. 3. A study of the knowledge and skills necessary to implement the case manager role along the continuum of care. Community resources, the assessment of client support systems, reimbursement systems, cost analysis, networking knowledge, legislative and policy issues, and certification requirements are addressed. A field experience with a case manager in a non-acute care setting is required (8 hours). Prerequisite: NUR 554.

### **NUR 590. Topics in Advanced Professional Nursing.**

Cr. 1-3. An open topic course which may cover specialized areas of advanced nursing, current concepts, nursing concerns of delivery of health services.



**NUR 601. Role of the Advanced Practice Nurse.**

Cr. 3. Seminar discussion of the role of the advanced practice nurse as an advanced caregiver and researcher, leader, educator, consultant, and life long learner with the incorporation of theories and research findings essential to understanding primary, secondary, and tertiary prevention.

**NUR 605. Advanced Health Assessment.**

1+2, Cr. 3 (116 clinical hours) A clinical course with emphasis on the advanced holistic assessment of clients across the life span in order to identify health needs and risks. Corequisite or prerequisite: NUR 622, 632.

**NUR 606. Pharmacologic Principles for Advanced Practice Nursing.**

Cr. 3. The study of pharmacologic principles and nursing prescriptive authority for the management of common health problems.

**NUR 620. Primary Prevention in Advanced Women's and Children's Health Nursing.**

2+1, Cr. 3. (58 clinical hours) Concentrates on the development of advanced practice nursing for the health of women and children emphasizing the role of the clinical nurse specialist in promoting health behaviors in primary prevention. Corequisite or prerequisite: NUR 601, 682, and BIO 590.

**NUR 622. Primary/Secondary Prevention in Advanced Women's and Children's Health Nursing.**

2+1, Cr. 3. (58 clinical hours) Concentrates on the development of advanced practice nursing for the health of women and children emphasizing the role of the clinical nurse specialist in early detection and treatment of illness while promoting health behaviors. Prerequisite: NUR 620. Corequisite or prerequisite: NUR 605.

**NUR 624. Primary/Secondary/Tertiary Prevention in Advanced Women's and Children's Health Nursing.**

2+4, Cr. 6. (232 clinical hours) Concentrates on the development of advanced practice nursing for the health of women and children at all levels of prevention. Emphasis is on the role of the clinical nurse specialist in assisting women and children to attain, maintain, and regain health. Prerequisite: NUR 622.

**NUR 630. Primary Prevention in Advanced Adult Health Nursing.**

2+1, Cr. 3. (58 clinical hours) Concentrates on the development of advanced practice nursing in adult health emphasizing the role of the clinical nurse specialist in promoting health behaviors in primary prevention. Corequisite or prerequisite: NUR 601, 682, and BIO 590.

**NUR 632. Primary/Secondary Prevention in Advanced Adult Health Nursing.**

2+1, Cr. 3. (58 clinical hours) Concentrates on the development of advanced practice nursing in adult health emphasizing the role of the clinical nurse specialist in the early detection and treatment of illness while promoting health behaviors. Prerequisite: NUR 630. Corequisite or prerequisite: NUR 605.

**NUR 634. Primary/Secondary/Tertiary Prevention in Advanced Adult Health Nursing.**

2+4, Cr. 6. (232 clinical hours) Concentrates on the development of advanced practice nursing in adult health at all levels of prevention. Emphasis is on the role of the clinical nurse specialist in assisting adults to attain, maintain, and regain health. Prerequisite: NUR 632.

**NUR 682. Nursing Theory for Advanced Practice.**

Cr. 3. The nature and purpose of theory are presented. Selected nursing theories are discussed in relation to their application to advanced nursing practice at all levels of prevention.

**NUR 684. Research Methods in Advanced Practice Nursing.**

Cr. 3. Focus on the components of the research process and the use of various research designs. The course culminates in the development of a research proposal. Prerequisite: NUR 682 for nursing majors.

**NUR 686. Synthesis of Theory, Research, and Advanced Practice.**

Cr. 3. The synthesis of theory and research for advanced practice nursing at all levels of prevention. The course culminates in a capstone project. Prerequisite: NUR 684. Prerequisite or corequisite: NUR 624 or 634.

**NUR 690. Special Topics in Nursing.**

Cr. 1-3. An open topic graduate course which may cover specialized areas of nursing, current concepts, nursing concerns of delivery of health services. The course may be repeated if selected topics vary.

**NUR 692. Research Project.**

Cr. 3. The study of a topic of special interest to students under regular supervision of a faculty adviser. A concluding paper of substantial proportion is required. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

**NUR 695. Independent Study.**

Cr. 3. Investigation of a special topic through readings under supervision of a faculty adviser. Certain departments may also require research, creative work, and a concluding paper. A copy of



the paper is to be filed in the department upon completion of the project. Prerequisite: The project just be approved prior to registration.

### **NUR 707. Management of Client Health and Illness Status I.**

Cr. 3. A focus on the family nurse practitioner's role in the coordination and management of health promotion, disease prevention, and early diagnosis and treatment of illness and restoration of health for clients and their families.

Prerequisite: BIO 590, NUR 605, 606; NUR 620 or 630, or MSN. Concurrent with NUR 708.

### **NUR 708. Clinical Application of the Family Nurse Practitioner Role I.**

Cr. 4. (260 clinical hours) A clinical course with emphasis on the family nurse practitioner's ability to develop and implement a plan of care to achieve and maintain optimal health for clients and their families. Must be taken concurrently with NUR 707. Only offered on S/U Basis.

### **NUR 709. Management of Client Health and Illness Status II.**

Cr. 3. This course is a continued focus on the family nurse practitioner's role in the coordination and management of health promotion, disease prevention, and early diagnosis and treatment of illness and restoration of health for clients and their families. Must be taken concurrently with NUR 710.

### **NUR 710. Clinical Application of the Family Nurse Practitioner Role II.**

0+20, Cr. 4. A clinical course with emphasis on the family nurse practitioner's ability to develop and implement a plan of care to achieve and maintain optimal health for clients and their families.

Prerequisite: NUR 708 and M.S.N. Only offered on S/U Basis. Must be taken concurrently with NUR 709.

**Note:** The following courses will not be offered after the 2001-2002 academic year.

### **NUR 575. Human Resource Management for Health Care Delivery.**

Cr. 3. An analysis of the ethical, legal, and professional issues involved in managing licensed and unlicensed health care personnel. Issues of motivation, conflict resolution, performance appraisal, and collective bargaining are analyzed.

### **NUR 616. Community Intervention and Evaluation.**

1.5+12.5, Cr. 4. Focuses on the development of advanced practice as a community health nurse specialist with emphasis on evaluation of policies and programs. Concurrent with NUR 604.

### **NUR 626. Advanced Parent-Child Nursing II.**

1+15, Cr. 4. Concentrates on the development of advanced nursing practice in parent-child health

nursing in all levels of prevention of health care with an emphasis on assisting childbearing and childrearing families to attain, maintain, and regain health. Offered Fall 2001 for the last time.

### **NUR 655. Nursing Administration Clinical I.**

1+15, Cr. 4. Focuses on the role of the nurse administrator in managing and leading in primary and secondary health care delivery system.

Prerequisite: NUR 565, 570. Offered 2001-2002 for the last time.

### **NUR 656. Nursing Administration Clinical II.**

1+5, Cr. 4. Focuses on the role of the nurse administrator in managing and leading in both tertiary and integrated health care delivery systems. Prerequisite: NUR 575 and NUR 655.

Offered 2001-2002 for the last time.

## School of Law (selected courses)

### **LAW 220. The Legal Profession.**

Cr. 2. The law of the lawyer as part of the system of justice and the lawyer's unique professional responsibilities and the ethical dilemmas; including the Code of Professional Responsibility and the ABA Model Rules of Professional Conduct; and including also study of a variety of specific topics and questions, among which are—the lawyer's independent professional standing; the lawyer's roles as advocate negotiator, and counselor; the duty of candor to the tribunal; courtroom etiquette; contempt; conflicts of interest; malpractice; lawyer advertising; the lawyer in government, in the corporation, in public interest practice; lawyer's fees; the clients' right to counsel and to counsel's competent performance of the professional role; the adversary system. Prerequisite or corequisite to LAW 662 Clinic Internship, LAW 664-665 Externships and Indiana 2.1 certification.

### **LAW 485. Family Law.**

Cr. 3. A study of legal theories and practice regarding family, parenthood, marriage and issues attendant to divorce. Additional topics include alternative reproductive technologies, termination of parental rights, etc.

### **LAW 486. Law and Health Care Process.**

Cr. 2-3. A study of the application of law and legal processes to problems and policies relating to health and health care services. Students will read and evaluate traditional legal materials (cases, statutes, etc.) as well as materials drawn from economics, ethics, and the health sciences. Special attention will be paid to issues embedded in access to services, financing the health care system, decision-making (e.g., informed consent, involuntary commitments, bioethical issues in treatment decisions, etc.), distribution and allocation of scarce resources, confidentiality and privacy concerns.



**LAW 487. Elder Law.**

Cr. 3. As a growing percentage of the general population, senior citizens face complex financial management and health care issues which often require legal assistance for effective resolution. Focusing on the need for specialized legal services to the elderly, the topics covered in this course include ageism, the unique ethical dilemmas which can arise in an elder law practice, special counseling skills, preventative financial planning measures in anticipation of incapacity or disability, advance health care directives, long term care alternatives and financing, public benefit programs and elder abuse and neglect.

**LAW 488. Selected Topics in Elder Law.**

Cr. 2. An examination of three pressing legal topics affecting representation and care of the elderly: a) health maintenance organizations and the legal rights and duties of consumers and providers in such organizations; b) special housing needs (congregate housing, assisted living, nursing homes, age-restricted housing); c) elder abuse and neglect (civil and criminal protective statutes, remedies, etc.). Non-legal readings will supplement xeroxed cases and statutory materials. Law 487 Elder Law is not a prerequisite.

**LAW 495-B. Children and the Law.**

Cr. 2. This course will focus on the treatment of juveniles in the various contexts in which they come in contact with the court systems. Topics include Child in Need of Services proceedings; juvenile delinquency, adoption and paternity proceedings with an emphasis on available options for courts to meet the best interests of the child. The issues of child emancipation in a variety of legal contexts will also be explored as well as the rights of parents.

**LAW 495-K. Alternative Dispute Resolution.**

This course will examine the many processes available for resolving disputes and how they fit into the justice system. Students will critically examine each process in terms of its purposes, implementation, effectiveness, and appropriateness and gain experience in choosing or designing appropriate dispute resolution systems for clients. Students will complete a negotiation simulation, an arbitrator's opinion, and a dispute resolution system design. Enrollment is limited.

**LAW 651. Pretrial Skills.**

Cr. 3. This course provides training in client interviewing and counseling, case preparation, and negotiation. Coursework includes readings on the lawyer's work, lecture-demonstrations, role-playing, videotapes, and participation in projects that give students experience and feedback for the lawyer's tasks. Pretrial discovery is studied and practiced. Enrollment may be limited. Prerequisite or corequisite to: LAW 660-663 Legal Internship program.

**LAW 662. Clinic Internship.**

Cr. 2-3. The Law School maintains a law clinic at heritage Hall, adjacent to Wesemann Hall, that is open to low income individuals in the community who are in need of legal representation. The law clinic is a fully staffed law office in which licensed faculty instructors supervise the law practice of legal interns. To participate in clinic, students enroll as interns in one of six clinic programs. Interns receive a limited license to practice law from the Supreme Court of Indiana.

**LAW 664. Extern Programs.**

Cr. 2-15. Generally graded S/U. Students can receive no more than 15 hours of externship and clinic credit during their law school career. Further, a third-year student enrolled in more than 3 hours of a pass/fail externship in any semester may not exercise the pass/fail option for any graded course. Academic credit will not be awarded if a student is receiving financial compensation for their work.

In order to receive academic credit, students must make arrangements with the extern faculty supervisor prior to the semester in which they expect to extern and formally register for the designated externship in the registrar's office. A student should check current registration materials for the name of the extern faculty supervisor.

Student externs are expected to work at least 45 hours per credit. For a three credit externship, a student must work 135 hours of approximately 10 hours per week during the 14 week semester. Individual faculty supervisors may require more hours to be worked. Academic credit is never extended retroactively for work already undertaken. A student may not participate in an externship before successful completion of the first year curriculum.



The Administration 2001-2002

|   |                                      |
|---|--------------------------------------|
| President   | Alan F. Harre, Ph.D.                 |
| Provost and Vice President for Academic Affairs             | Roy A. Austensen, Ph.D.              |
| Associate Provost   | Renu Juneja, Ph.D.                   |
| Assistant Provost for Student Affairs                       | Bonnie L. Hunter, M.B.A., M.C.       |
| Vice President for Admissions, Financial Aid, and Marketing | Katharine E. Wehling, J.D.           |
| Vice President for Institutional Advancement                | Richard L. Maddox, J.D., M.Div.      |
| Vice President for Administration and Finance               | Charley E. Gillispie, M.B.A., C.P.A. |
| Executive Director of Electronic Information Services       | J. Michael Yohe, Ph.D.               |
| Dean of the College of Arts and Sciences                    | Albert R. Trost, Ph.D.               |
| Dean of the College of Business Administration              | William M. Moore, Ph.D.              |
| Dean of the College of Nursing                              | Janet M. Brown, Ph.D.                |
| Dean of Graduate Studies and Continuing Education           | David L. Rowland, Ph.D.              |
| University Librarian  | Richard A. AmRhein, M.L.S.           |
| University Registrar  | Ann F. Trost, B.A.                   |
| Director of Valparaíso Union                                | Larry Mosher, M.S.                   |
| Director of University Police                               | Edward Lloyd                         |

The Graduate Council  
Voting Membership

|   |            |
|---|------------|
| Provost   | Ex officio |
| Dean of Graduate Studies and Continuing Education | Ex officio |
|   | Term Ends  |
| Prof. Dean Schroeder                              | 2002       |
| Prof. Peter Weiss                                 | 2002       |
| Prof. Bart J. Wolf                                | 2002       |
| Prof. James Albers                                | 2003       |
| Prof. William Olmsted                             | 2003       |
| Prof. Virginia Shingleton                         | 2003       |
| Vacant  | 2004       |
| Prof. Maryann Dudzinski                           | 2004       |
| Prof. Charlotte Strahm                            | 2004       |

Non-Voting Membership

|   |               |
|---|---------------|
| Academic Deans                              | Ex Officio    |
| University Librarian                        | Ex Officio    |
| University Registrar                        | Ex Officio    |
| Graduate Program Directors and Coordinators | By Invitation |



## Faculty Contributing to the Graduate Division Fall 1999 – Summer 2001

James Albers, Theology  
 Elise Alverson, Nursing  
 Nandini Bhattacharya, English  
 Meredith Berg, History  
 Alan Bloom, History  
 Janet Brown, Nursing  
 Lorraine Brugh, Music  
 Elizabeth Burow-Flak, English  
 Doris Cole, Education  
 Stewart Cooper, Psychology  
 Nina Corazzo, Art  
 Jeffrey Daley, Education  
 Maryann Dudzinski, Education  
 Kristen Easton, Nursing  
 Jody Esper, Psychology  
 Gene Evans, Biology  
 John Feaster, English  
 Michael Gottfried, Psychology  
 Beverly Haley, Nursing  
 William Hartley, Sociology  
 Olivia Hartung, Theology - Deaconess  
 Stanley Hughes, Psychology  
 Ronald Janke, Geography  
 Theresa Kessler, Nursing  
 Jon Kilpinen, Geography  
 Carolyn Leeb, Theology  
 Mary Lou Logothetis, Nursing

Theodore Ludwig, Theology  
 Richard Maxwell, English  
 Gilbert Meilaender, Theology  
 Sandra Michelsen, Education  
 James Moore, Theology  
 Daniel Moran, Psychology  
 Kathleen Mullen, English  
 Bonita Neff, Communication  
 James Nelson, Psychology  
 John Steven Paul, Theatre and Television  
 Arts  
 Carole Pepa, Nursing  
 Ann Reiser, Education  
 Perry Riffel, Education  
 Marian Rubchak, History  
 John Ruff, English  
 Nola Schmidt, Nursing  
 Colleen Seguin, History  
 Arvid Sponberg, English  
 Jerome Stieger, Physical Education  
 David Truemper, Theology  
 Edward Uehling, English  
 Pieterella van Doorn-Harder, Theology  
 Peter Venturelli, Sociology  
 Bart Wolf, Geography  
 Lissa Yogan, Sociology

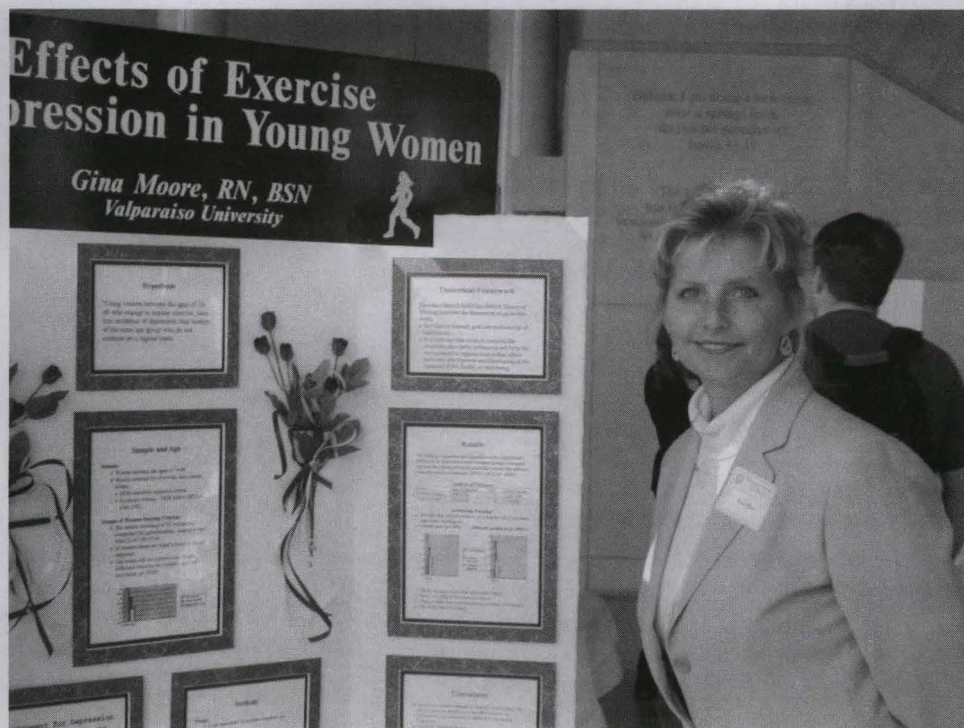


# INDEX

|  |                    |   |            |
|--|--------------------|---|------------|
| Academic Policies .....                | 38-42              | Transfer .....                          | 41         |
| Academic Records .....                 | 42                 | Workshop .....                          | 41         |
| Accreditation .....                    | 6                  |   |            |
| Administration .....                   | 76                 | Deaconess Program .....                 | 24         |
| Admission .....                        | 36                 | Degree Plan and Candidacy .....         | 42         |
| Fee .....                              | 36, 48             | Degrees .....                           | 11         |
| Requirements .....                     | 36                 | Master of Arts .....                    | 31         |
| Special Undergraduate .....            | 37                 | Master of Arts in Liberal Studies ..    | 21         |
| Advising .....                         | 37                 | Master of Education .....               | 15         |
| Appeal .....                           | 42                 | Master of Music .....                   | 27         |
| Application Fee .....                  | 36, 48             | Master of Science in Nursing ....       | 28         |
| Athletic Center .....                  | 9                  | Master of Science in Special            |            |
|  |                    | Education .....                         | 17         |
| Book Center .....                      | 9                  | Drop/Add Course Changes .....           | 39, 51     |
|  |                    |   |            |
| Calendar .....                         | Inside front cover | Electronic Information Services .....   | 8          |
| Candidacy for programs .....           | 42                 | English (MALS) .....                    | 21         |
| Certification .....                    | 19                 | Ethics, Values and Society (MALS)...    | 22         |
| Change of Schedule .....               | 39                 |   |            |
| Chapel .....                           | 9                  | Facilities .....                        | 7          |
| Clinical Mental Health Counseling .... | 32                 | Family Nurse Practitioner               |            |
| Commencement .....                     | 42                 | Post-Master's Option .....              | 29         |
| Confidentiality of Records .....       | 42                 | Fees .....                              | 48         |
| Counseling .....                       | 31                 | Financial Aid .....                     | 50         |
| Course Intensification .....           | 39                 | Financial Policies .....                | 48         |
| Course Offerings .....                 | 52-75              |   |            |
| Art .....                              | 52                 | Grading System .....                    | 38         |
| Biology .....                          | 52                 | Graduation .....                        | 42         |
| Chemistry .....                        | 52                 | Application for .....                   | 42         |
| Communication .....                    | 52                 | Commencement .....                      | 42         |
| Economics .....                        | 53                 | Degree Plan .....                       | 42         |
| Education .....                        | 53                 | Fee .....                               | 48         |
| Engineering .....                      | 72                 | Grievance Procedures .....              | 45         |
| English .....                          | 58                 |   |            |
| Geography .....                        | 60                 | History (MALS) .....                    | 21         |
| History .....                          | 61                 | Honor System .....                      | 5, 43      |
| Law .....                              | 74                 | Housing .....                           | 9          |
| Liberal Studies .....                  | 63                 | Human Behavior and Society (MALS) .     | 21         |
| Mathematics .....                      | 65                 |   |            |
| Meteorology .....                      | 61                 | Independent Study .....                 | 39         |
| Music .....                            | 65                 | Individualized Program (MALS) .....     | 25         |
| Nursing .....                          | 72                 | Initial Teaching Licensure (LEAPs) ...  | 12         |
| Philosophy .....                       | 67                 | Initial Teaching Licensure (General)... | 14         |
| Physical Education .....               | 67                 |   |            |
| Political Science .....                | 67                 | Law/Psychology Programs .....           | 33         |
| Psychology .....                       | 67                 | Library .....                           | 7          |
| Sociology .....                        | 69                 | Licensure .....                         | 12, 14, 20 |
| Special Education .....                | 56                 | Living Accommodations .....             | 9          |
| Theatre .....                          | 70                 |   |            |
| Theology .....                         | 70                 | Non-Degree Programs .....               | 19         |
| Credit .....                           | 39                 | Non-Degree Students .....               | 36         |
| Definition .....                       | 39                 | Nursing Programs .....                  | 28         |
| Restrictions (Other Policies) ....     | 41                 |   |            |



|  |        |                                    |    |
|--|--------|------------------------------------|----|
| Parish Nurse Program .....               | 29     | Teaching License .....             | 25 |
| Parking .....                            | 9      | Theology (MALS) .....              | 21 |
| Petitions .....                          | 42     | Theology and Ministry .....        | 24 |
| Policies and Procedures .....            | 43     | Diaconal Track .....               | 24 |
| Post Master's Certificates .....         | 26     | Thesis and Research Projects ..... | 41 |
| Psychology Programs .....                | 31     | Transcripts .....                  | 42 |
| Records .....                            | 42     | Transfer Credits .....             | 41 |
| Refund Policy .....                      | 49     | Tuition .....                      | 48 |
| Rights and Responsibilities for Students | 45     | Union .....                        | 9  |
| School Psychology .....                  | 17     | U.S. Culture (MALS) .....          | 24 |
| Special Education .....                  | 17, 56 | Visiting Students .....            | 36 |
| Student Academic Fair Practices .....    | 44     | Withdrawal .....                   | 39 |
| Students with Disabilities .....         | 10     | From a course .....                | 39 |
|  |        | From the University .....          | 39 |





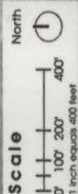
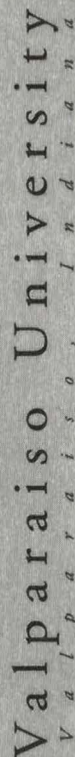
## Office Phone Numbers

|  |              |
|--|--------------|
| University Switchboard .....               | 464.5000     |
| Graduate Division Office .....             | 464.5313     |
| Graduate Division Fax Number .....         | 464.5381     |
| Graduate Division Toll Free .....          | 888.GO.VALPO |
| Continuing Education Division Office ..... | 464.5313     |
| Financial Aid Office .....                 | 464.5015     |
| Registrar's Office .....                   | 464.5212     |
| Student Accounts Office .....              | 464.5101     |
| <br>College of Arts and Sciences .....     | <br>464.5314 |
| Art .....                                  | 465.7803     |
| Biology .....                              | 464.5386     |
| Chemistry .....                            | 464.5387     |
| Communication .....                        | 464.5271     |
| Education .....                            | 464.5078     |
| English .....                              | 464.5279     |
| Geography .....                            | 464.5139     |
| History .....                              | 464.6920     |
| Mathematics .....                          | 464.5182     |
| Music .....                                | 464.5454     |
| Physical Education .....                   | 464.5235     |
| Psychology .....                           | 464.5440     |
| Sociology .....                            | 464.5320     |
| Theatre and Television Arts .....          | 464.5213     |
| Theology .....                             | 464.5201     |
| College of Business Administration .....   | 464.5040     |
| College of Engineering .....               | 464.5121     |
| College of Nursing .....                   | 464.5289     |
| School of Law .....                        | 465.7833     |
| Book Center .....                          | 464.5421     |
| Chapel .....                               | 464.5093     |
| Health Center .....                        | 464.5060     |
| Moellering Library .....                   | 464.5366     |
| Radio Station WVUR (95 FM) .....           | 464.6673     |
| Union Information Desk .....               | 464.5415     |
| University Police .....                    | 464.5430     |

### **Mailing Address:**

**Graduate Division  
Kretzmann Hall  
Valparaiso University  
Valparaiso, IN 46383-6493 USA**





\*Eastgate:  
Soccer, Track, and  
Intramural Fields





VALPARAISO  
UNIVERSITY

CONTACT  
INFORMATION

PHONE  
1.888.GO.VALPO

WEBSITE  
WWW.VALPO.EDU

MAILING ADDRESS  
VALPARAISO UNIVERSITY | VALPARAISO, IN 46383

PERIODICALS  
POSTAGE  
PAID  
VALPARAISO  
INDIANA